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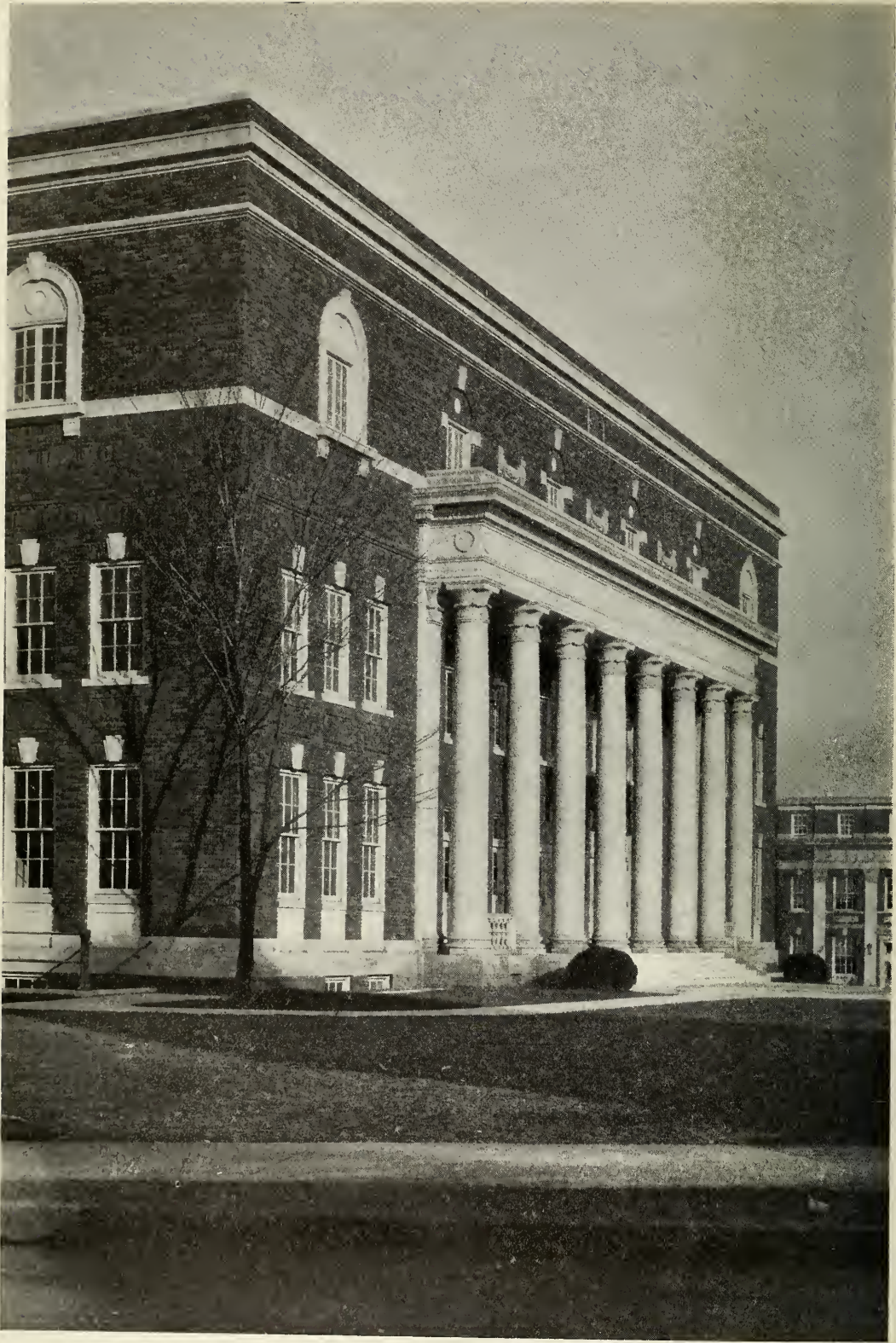
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Personality: Its Meaning and Significance

By DR. BUFORD JOHNSON

PROFESSOR OF PSYCHOLOGY AND DIRECTOR OF THE CHILD INSTITUTE AT JOHNS HOPKINS UNIVERSITY

*Opening lecture given at the dinner meeting of the Seminar on Child Psychology,
Friday Evening, April 11, 1930*

WHATEVER one means by personality, the possession of it is an asset that has come to play as important a part in vocational relations as in leisure activities. Inquiries concerning applicants for positions, whether as college instructor or filing clerk, research investigator or department store salesman, stress recommendations about the personality of the candidate. Social rating scales have been devised for the measurement of so-called personality traits. Present day emphasis upon the study of the development of the human in infancy and childhood includes the ever present personality study. If we make a logical analysis of these endeavors, they appear to be absurd. One such study will include a summary of traits usually designated as moral; another will stress the accepted manners of a particular group; some studies are concerned with the forms of emotional expression whether normal or abnormal; physical structure and strength and intellectual abilities form the majority of items for appraisal in other scales or questionnaires. Are we merely giving a new name to old viewpoints and discussions, or are we recognizing a new value in certain forms of human reactions? These conflicting definitions and attempts at measurement are characteristic of early stages in the progress of scientific endeavors. It is safe to assume that there is something called personality which is of importance in social relations. Understanding of this quality in an individual should come through studies of the development of the quality during the early years of life.

The unreliability and vagueness of personality classifications seem to be due

primarily to lack of precision in definition. If we use character, the self, moral traits, emotional maturity, and personality as interchangeable terms, we remain in an obscuring fog of generalization without a basis for objective study. It is analogous to an astronomer's attempt to study the heavens without differentiation into stars, planets, comets, and other heavenly bodies. The various discussions of personality and the attempts to measure it point the way to a definition that would differentiate it from the other terms mentioned. In a paper on the relation of personality to school adjustments read before the Ohio State Educational Conference in 1927, a definition of personality was evolved, and later study leads me to hold to it.

Personality is the stimulus-pattern formed by the integration of the reactions of the individual to which other living creatures respond according to their perceptions of this pattern. In explication of this definition four points are to be considered:

The personality of an individual is a complex pattern which is perceived as a whole.

Each individual has multiple personalities.

Each individual has a most frequent personality.

The personality of an individual is a symbol of the actual habits and tendencies of the individual.

When we speak of a pattern, we refer to a combination of elements into a form or design that appears as a single unit. Upon observation the elements do not stand out as separate units attached to or placed in another unit, but they become by association with other elements a new unit. The combination of many elements of different kinds forms a com-

plex pattern which is different in kind and in effect and is more difficult to analyze into component elements.

This may be illustrated by a pattern of a rose window in a cathedral. You perceive it as a beautiful design, somewhat intricate in pattern with reference to geometrical design, and as a pleasing color combination. If you were asked shortly after observation to describe or to draw a diagram of the geometrical forms in the pattern, you would probably not give correctly ten per cent of the elementary forms. As to colors represented you might be more inaccurate.

The complexity of the pattern determines to a great extent the naming of the pattern or the meaning of the whole to which an observer reacts. The portrait painter, the architect, and the landscape artist would doubtless react differently to the rose window. Each perceives details to which he has become accustomed to attend, and the association of these details with other types of patterns determines his perception of the stained window. Many examples of such variations in perception are found in literature and in everyday life.

Studies of the perception of adults show that certain portions of a pattern get attention, and the discrimination of that pattern from others is made on the recognition of those features. In reading, one rarely requires more than the upper half of the line; common phrases, such as "once upon a time," "without doubt," "in the following manner," are read as units and facilitate speed in reading. A young child reacts to pictures, objects, and persons from attention to features that are outstanding to him and with little regard for the correctness of other details.

The interest in the habits of individuals has emphasized the adaptation to particular situations by sets of habits that function in that situation while another set is used in a different situation. An adult at home may be grouchy, silent, insistent upon particular food,

chairs, or beds, and impatient over alterations of the family routine; but that adult in a social club or on a pleasure trip may prove to be affable, talkative, and easy to please. Some men have sets of habits that result in quite distinct personalities for home, for business, for club, for church, for sports. The dignified churchman who passes the collection plate on Sunday may inspire awe and reverence, but he may become a shrewd, abrupt, fist-shaking bargainer the next day. The slovenly woman who lives in disorder and uncleanness at home may appear at a tea in a fussy dress and with an excess of paint and powder. For some individuals the sets of habits do not vary so widely for different situations and the variation that occurs is more dependent upon the requirements of the situation than upon his emotional states of the moment. It is inherent in adaptation to varying environments that an individual should appear differently in different situations. It follows that the greater the difference between the types of environments in which an individual is required to function, the larger will be the number of different personalities that he will present. An individual versatile in personalities may be meant when we say "one who is all things to all men."

The factors in an environment which primarily affects an individual's personality are other persons. One responds to the presence of other persons in accordance with the recognition of him that the other person makes, in addition to his previous knowledge of the attributes of his observer. It is said that tramps put their mark upon the gate or door posts of a house to indicate the treatment a fellow hobo may expect there. We also symbolize in the impressions that we make upon others the treatment that they may expect of us. The ability of the observer to interpret another's personality is the determining factor in his reactions to that person: thus we find that one individual has as many different personalities as there are

observers of him and many more. Both the observed and the observer vary in relation to their condition at the moment; hence there are multiple personalities for any two individuals. The lover's quarrels, the adolescent's conflicts, the child's tantrums are testimonials to these diversified impressions. It is clear that the determination of one personality for a given individual is practically impossible.

Despite these differences in the impression that an individual makes upon different persons and upon the same persons at different times, there is usually a most frequent personality for each individual. It is the one of which we tend to think when asked to judge him. If we get the appraisals of the personality of an individual from representative members of each group in which he spends considerable time, there are common elements reported. The thesis is advanced here that the greater the number of common elements for such groups the more effective is the social adaptation of the individual appraised. This does not imply a dull or a monotonous personality, but assumes the ability of the individual to muster his resources in adaptation to any group, varying the method in accordance with the situation to be met.

A great mistake made by some who undertake the guidance of young children is the assumption that they must be different in their speech, their acts, their attitudes. The more nearly they react to the child as an individual, a person, the more successful they are likely to be. This does not assume that inhibition of speech or certain forms of behavior may not be necessary, but that is also true in their contacts with other adults. A child is often keen in his insight into the differences between adults. The "little pitcher" does have ears and eyes and many senses which are often ignored in the treatment he receives. The best prescription that I know for parents is: treat your child as an indi-

vidual in whom you are interested and whom you would like to know.

An objection that has been made to the definition of personality I have given is that the impression one makes is not representative of the real self—of one's character and ideals; one's total experiences and interests. If the term personality should be used to cover all of these attributes, the attempts to measure it by ratings, judgments, and questionnaires would be akin to endeavors to measure the human organism as a whole by the same instruments. The rate of circulation and the calcification of the bones would be treated under such a scheme as amenable to measurement by the same instrumental technique. These attempts at such ratings show the fallibility of the scheme. No two scales have yet been found to agree. Individuals selected as of one personality by one scale are rated quite differently by another. The results are used to predict emotional type in one case and to measure emotional maturity in another; to predict character or to measure ease of adaptation to a social group. This somewhat hopeless confusion can only be cleared by separation of the reaction tendencies of individuals into more specific groupings and greater precision in terminology.

Methods of measuring the structure of the human organism are becoming more refined and more precise for giving an understanding of the stage of physical growth. Specific functions of the organism are now studied in relation to structure and to stimulus. Intellectual abilities may be measured by many types of tests. Some of these abilities are segregated into scales and used to predict mental efficiency. Emotional responses are not so easily understood or measured. The removal of the study of emotions from the observation of specific responses into general classifications such as extravert-introvert types serves as a barrier to understanding of their function and of the combination of emotional tendencies into temperamental or dis-

positional patterns of behavior. We may speak of anatomical features, of physiological states, of intellectual abilities, of emotional tendencies, with some definiteness in the terms. For accurate knowledge specific measurements are important. Each of the four classifications represents many specific characteristics. A valid index of development for any one of these classes would be a composite of measurements of a sufficient number for practical service in the differentiation of individuals.

Throughout all such studies of human behavior, there appears an inquiry as to how the various abilities of an individual function in so-called life situations, referring to the situation of the moment in which the individual finds himself in the ordinary routine of life. On the basis of these reactions one is judged as to his physical stamina, his intellectual equipment, his social adaptability. If the judgments are based upon repeated observation of representative forms of behavior or upon facts of behavior reported by others, we may call the appraisal an estimate of the character of the individual. Character is here assumed to be the sum of the habits and tendencies of the individual. If the judgment is based upon the impression an individual makes upon another, it is an appraisal of personality. It must be understood that these judgments are subject to error, particularly the personality judgment. The origin of these errors should be sought in the facts of perception, in the analysis of the factors that determine how and what we observe and how accurately we report our observations.

The place of signs or symbols in the development of the mental life is a highly important one. Today when you hear a certain zooming sound you may bend your head backward and look up into the skies. A photograph of this would be interpreted as your looking for an airplane. Twenty years ago it might have meant gazing at a bird or a thunder cloud. In London during the

war the response would have been running to cover, yet would have been interpreted as due to an airplane. An illustration from child life is given by a three-year-old who was eating her supper when a fire-engine with bells ringing passed the apartment. She clasped her hands and bowed her head in reverent manner. Her parents could not understand the religious demeanor under such stimulation. It happened that her Catholic nurse had performed the ritual when the nearby church bells would ring during her luncheon hour. For the child the bells had no meaning of fire, but were a call to a pose of prayer. Sounds may serve as signs of many objects or acts, depending upon their association with those objects or acts in past experiences. The frown of a father becomes a sign of punishment to the child; a sudden start of the mother when a loud clap of thunder is heard becomes a sign to the child of a fear-provoking stimulus. These associations are but rarely built up through one experience. Correct perception of the meaning of changes in facial expression and of body posture comes through many associations of a particular expression with a specific stimulus.

The difficulty in discriminating differences in facial expression under differing forms of stimulation has been shown by experiments. Sherman studied infants under seven days of age, having medical students and nurses name the emotion characterized by the body movements, facial expression, breathing, and cry of these infants. The three forms of stimulation supposed to cause anger, fear, and pain were used, but nine different emotions were named. There was no agreement among observers. Sherman concluded from his studies that most individuals fail to judge correctly emotional expression unless they know the stimulus used.

It has been a commonplace among psychologists for a long time that an object may be seen as a different object on different backgrounds. This was interest-

ingly shown in some recent movie presentations of Einstein's Theory of Relativity. A high speed as first observed later appeared slow in relation to a faster rate of travel; a gray square was gray by comparison with white though it appeared white at first when seen in association with dark gray. The impression that a person makes upon us depends upon the background of our associations. Our reading methods have lead us to observation of the upper half of words and so we attend to that portion of print. Those traits of a person to which our associations with him have lead us to attend determine our judgment of him.

It is not difficult to understand the failure of rating scales to classify personality types. Only persons who have been trained to observe those characteristics that are most significant as indexes of the character of the individual will agree in their estimates. How do these observers become trained? It is not by selecting prominent features, as chin, nose, eye; nor by weighing pleasing appearance and manners, as smile, soft voice, polite demeanor. It is by practice in making close observation of the movements of persons, especially the fine movements that are involved in facial expression; and in checking up our interpretation of the significance of these movements with facts about the habits and interests of the person. Nor can it be said that observation of a twitch of the eye and of a line at the mouth gives the clue to the entire personality. Observation of facial expression is like observation of the rose window. You react to it as to a pattern which takes on meaning. You often fail to get the exact form of the lines that make up the pattern which we call facial expression.

Study of the clues that might cause a person blindfolded to go to the hiding place of an object, in so-called mind-reading tests, lead a psychologist to conclude that attention to the pressure of the hand of the guide would cause fail-

ure. The mind-reader is more successful if he maintains an alert, highly attentive state and responds to any clue that he receives without trying to analyze what the pressure on his shoulder may mean. In our attempts to appraise an individual through observation of him, we are likely to fail if we set up limited features for observation and are not attentive to the pattern as a whole that he presents to us.

Detailed analysis of the traces in the face or in body postures that habitual movements have left may give us in the future definite signs of varying types of personality. It required much experimentation with precise instruments to show how people read, not in units of words, but in long or short patterns. On the basis of these studies inefficiency in reading may be overcome. A beginning has been made in studying the significance of different facial expressions. The theory is advanced that lines around the eyes indicate intellectual habits: lines about the mouth, emotional habits. Present day emphasis upon psychopathic personalities includes the study of unusual motor habits, as twitches of small muscles in face, grimaces, blinks, hand or finger tremors. These reactions are looked upon as resulting from a disturbed emotional state prolonged until excitation has formed inadequate habits of expression.

The importance attached to personality arises from its significance as an index of the individual's ability to make responses adequate for the situation at hand. It is not enough to know that an individual has a large vocabulary if he never talks or writes when occasions demand proper use of words. A student with an excellent scholarship record may not make use of his abilities in teaching: a gifted singer may go into a tantrum and fail to meet her concert engagements. The abilities possessed by the individual are manifest from time to time in varied situations. If the individual adjusts to life situations, he calls into play whatever resources he has that are adequate

for the occasion. The adult interviewed for a position, the business man faced with loss of his earnings, the girl chagrined over being a wall-flower, each meets the unpleasant situation according to his past responses when suffering unpleasantness or pain. He may let emotions dominate, become incoordinated, be unable to attend closely to others, and may even withdraw entirely from the situation. Another person may be aggressive in presenting his side under spur of displeasure, while a third may coordinate his emotions and his thoughts and his acts into a successful meeting of the situation. The dependability of individuals in social relations is based upon their tendencies to act this way or that way and the extent to which they can direct these tendencies into adequate responses. We judge people by their personalities even if we have actual knowledge of their abilities.

As early as infancy the elements of personality are combining into patterns that we characterize as alert, pleasing, determined, independent; or as placid, uninteresting, and helpless. Certainly by six months of age the infant has developed tendencies either to cry over the slightest discomfort, to lie in the crib and wail until moved; or to be listless, unresponsive to external stimulation; or to move himself into a more comfortable position, to lie quietly and observe objects about him, to respond to other persons with a smile and with marked activity. It seems important that at this early age when we are sure the child is well and not in actual discomfort that we should leave him to his own resources in meeting situations, also providing him with opportunities for developing his possibilities of response. By the age of two, decided personalities have been developed. Since a child is more overt in behavior than adults we tend to interpret his actions with greater assurance, but usually according to adult tendencies in response, and we often misconstrue his intentions. He may be timid, but appear obstinate; he may like

playmates and want to be liked, but appear anti-social; he may be wilful and resistant, but appear docile. His skill in expression of his ideas and emotions is not great enough to convey to an untrained observer the meaning of his responses. The fact of living together does not make a parent a trained observer of a child. Directed observation is essential.

For the development of a personality that results from efficiency and harmony in the reactions of the individual, we need to know what adult conduct represents such development. Clear formulations have not been made. Most studies have been undertaken from the unadjusted types rather than from wholesome behavior. There seems, however, to be agreement on the following points: that an individual should—

Be free from fear in the situations in life that most people meet.

Get along with his fellowman in work and in play without undue dependence or independence and also without marked friction.

Inhibit the extent of emotional reactions which efficiency of response demands.

Be able to use his hands as well as his head, or in other words, deal efficiently with concrete objects as with ideas.

Present a pleasing appearance through care of person, clothing, facial and body expression.

Be flexible in adapting to new situations, as new foods, new persons, new houses, new manners, new problems.

It is not often included in suggested standards that the human should gratify normal desires to the extent of appreciation of good food, enjoyment of physical and intellectual exercise, recognition of superiority or originality in some activity, and pleasurable companionship with both sexes. It does not appear sufficient to stress merely the effect of thwarting these desires. It is possible for early life to cause almost an atrophy of some of these desires, in which case the individual does not attain complete development.

We need also to know what behavior in the stages of childhood forms the successive bases for the adult person-

ality that is desired. It seems a grave danger to impose these adult forms of behavior as standards for each stage of development. For the attainment of motor skills, we have learned that the child should not be restricted to the specific movements required for the particular act, but that he should be permitted to use his body freely and then slowly drop out the unessential movements. We have also learned that interest in the particular act with attention directed toward the proper focus brings about a harmony of movements, a grace and precision that the attempts to carry out some other person's instructions or desires never produces. Motivation of the child by means that cause him to undertake the acts of his own accord result in the most desirable development. The problems of nail-biting, thumb-sucking, dawdling in dressing, refusal of certain foods, are all attacked more successfully by stimulation of the child to desire to modify his habits. The customs of his social group of his own age are very influential. The popularity of properly run nursery schools with children and with parents is doubtless due to the child's tendencies to like his own social peers and to desire to conform to their forms of behavior. If we find a leader into the habits we desire them to form, they all somewhat like sheep follow.

We have no reason to believe that personality develops in any other way. If the child is given an opportunity to develop physically, intellectually, and emotionally under environmental conditions that offer social problems of adjustment, his reaction tendencies will grow into behavior patterns representative of this development. As with motor skills many movements are first used,

so with social adjustments many emotions dominate at first. It is probably more efficient progress that they should appear. The child who has never learned through having tantrums that tantrums do not work might use them most unwisely in later life. The child who has never been allowed to get into a fear-provoking situation may be overcome when it does occur, as it surely will; the child who is inhibited in the first expression of fear may not learn to direct that emotion into an intelligent caution. The four-year-old who withdraws from strangers may be indicating a sensitivity that will make for decided charm and insight into social relations of later life. These forms of behavior in the child are significant indicators of his tendencies to react. Unless we know these tendencies, we cannot provide the adequate conditions for direction and preferable self-direction of these tendencies into behavior patterns that will be efficient in adult adjustments.

A saying from the writings preeminent of the Good Book is, "And a little child shall lead them." If we follow the child in a restricted region or on a brief journey, we may be led far afield from the best road for the human to travel. If we study many children under a minimum of direction, we shall find them pointing the way to desirable restrictions and to methods of attaining ultimate goals of human adjustments.



An educated man is a man with certain subtle spiritual qualities which make him calm in adversity, happy when alone, just in his dealings, rational and sane in the fullest meaning of that word in all the affairs of life.—*Ramsay MacDonald.*

The Relationship Between Mental Hygiene and the Personality and Behavior Problems of the School Child

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Lecture given at the Seminar on Child Psychology, Saturday, April 12, 1930

THE problems of the school child, such as poor school work, laziness, stealing, teasing and bullying other children, do not seem to have any relationship to our conception of hygiene. The term hygiene suggests to the minds of most of us a dull textbook full of rather nauseating details about the functionings of various organs, and containing illustrations of skeletons with all the horror and none of the allure of Halloween. We may remember that the book always contained a long list of "don'ts" which our parents could apply directly to our own conduct. "Don't swallow your food whole," and "don't sit around if your feet are wet," and "don't take a bite out of anyone's apple and get germs."

Prohibitions with a present reward or a future threat or promise are always more interesting. The rewards of many of our childhood prohibitions are concrete or have future traditional allure which appeals to the imagination. If we spill crumbs on the floor or are wasteful, tradition tells us that we shall some day be miserably fed from the wastes of a stranger's table; but on the other hand, if we are neat and remember to part our hair carefully and precisely and with a perfectly straight smooth line each morning, we shall some day win a rich and handsome husband with a straight soldierly bearing. But, alas, if we are greedy and snatch the last piece of cake from the plate, the charm

will be spoiled and we shall die a cross old maid!

When the school child questions some of the don'ts of hygiene, he meets only dull, uninteresting reasons for the prohibitions. He is told that if he swallows his food whole he will get indigestion, and if his feet are wet, he will get a cold, and if he takes a bite from some one's apple, he will get all kinds of diseases from the germs on it. Every youngster knows from experience that maybe some of these things might have happened to some one sometime, but the chances are he will somehow escape each time, just as he has in the past. And when little Johnnie recalls the time he was sick, he may remember that he had special toys, special food, with every one in the house to wait on him, and the medicine did not taste very bad! While he is meditating on the doubtful advantages of paying attention to the family rules of hygiene so that he may become rugged and strong, he will probably be interrupted by a parent's voice calling, "Johnnie is a big strong boy; send him on the errand, or have him bring up the wood." The final conclusion in little Johnnie's mind regarding the subject of hygiene is that it does not have a thing to offer to a child.

With adults hygiene has gained a sort of negative popularity. For a long time sickness was considered a matter of fate. In early times the difficulty was explained as due to evil demons, and surely no one could prevent a demon from tor-

menting him if the demon so chose. Epidemics were also a matter of fate, and communities were helpless in preventing or controlling them. Nowadays we do not have this fatalistic attitude toward health, because we have learned that many of the most dreaded diseases can be entirely avoided or controlled by measures of community or personal hygiene. Hygienic ways of living become therefore a necessity, and our understanding of the scope of hygiene automatically becomes wider.

Mental hygiene, however, has associated with it the disfavor with which we have always regarded the term hygiene, plus a special stigma attached to the word mental. A freshman at another college has revealed her inner reaction to any questioning regarding the whys of human behavior in her answer to a final examination in hygiene. A small part of the course had been devoted to mental hygiene, and introspection had been discussed. The student was asked under what circumstances introspection might be of value and when it might be avoided. This was her reply: "Introspection should be done only by the college physician and then only in cases of dire emergency."

To many people the term mental hygiene does not suggest the processes of thinking and reacting and the general ability to meet successfully different types of problems, but refers only to mental deficiencies or abnormalities. Because the individual with poor abilities is less able to provide for himself it is often assumed that poverty and anti-social types of behavior are somehow tied up with mental equipment. Because children are handicapped by poverty and poor parental example, it is again assumed that the child must inherit the undesirable traits of the father and cannot act differently.

In the case of mental disorders and emotional problems, the attitude is often equally fatalistic and out of date. It is assumed that if a child's type of be-

havior resembles that of his parent's, the resemblance must be due to inheritance rather than to imitation and habit. As far as we know a child may inherit his father's red hair or his mother's Roman nose, but his temper tantrums, shyness, or inability to get along with other people for any reason, are his own and have been acquired since birth. A rather extreme example is that of a man who had such a bad temper that every one was afraid of him. It seemed useless to this man and his wife to do anything but give in to their youngster's temper tantrums, because of course he was just like his father who always had had this awful temper. By the time there was a grandchild every one knew that the Joneses had awful tempers and nothing could be done to prevent or control their outbursts. The fond relatives gathered about the crib of the newly born child and greeted his lusty cries and kicks with this fatalism, "Just watch that child—what a temper! All the Joneses have a murderous temper, and that child is a Jones all right."

The modern problem is to take this fatalistic attitude from our conception of personality and behavior just as it is disappearing from our conception of health and disease. In the days of health fatalism the old-time king complained that he had the costliest and the richest and the spiciest of foods served to him, but in spite of them got indigestion or gout. In the days of mental hygiene fatalism, the modern parent complains that she scolds and scolds at her child, but the child scolds and scolds back at the parent.

In the modern conception of mental hygiene the problem of the child who is stubborn, impudent, aggressive, unstable, or of the one who lies, steals, runs away from home or school, is not to be regarded from a fatalistic attitude. The defects of personality or behavior are not considered inherent and never to be overcome, but are most frequently found

to be the results of unwise guidance or example, or of emotional shocks or burdens.

The problems of the school child may be studied from the standpoint of conduct, as the problems of the child who lies or steals or runs away from home or school, or has sex interests or activities. They may more readily be studied, however, from the viewpoint of the child's own reactions to his surroundings—that is, his way of facing his world, whether he is shy and solitary, bold and aggressive, egocentric, or unstable. In trying to unearth the underlying difficulties explaining why the child has learned to face and react to his surroundings from a certain angle, it is necessary also to study and attempt to foresee the future effects on the grown adult, and to determine whether in his difficulties the child has deviated sufficiently from the usual to be tending toward the abnormal. The child will need help, whether his difficulties seem to be leading him in such a serious direction as that of crime or mental pathology, or toward an adult life less satisfying and less successful than it is possible for him to enjoy.

Considering first the problems of the shy child, what factors may have been present to make him fearful, to make him prefer to play alone or with only one or two children, perhaps younger and smaller than he is? And what happens to the shy youngster when he grows up? Does he become the ineffectual, self-effacing man who his friends say has an inferiority complex—the type for whom each quack advertisement recommends his special cure so that he may astonish his friends by his oratory or his ability to speak French or to dance? Or does he retreat more and more from situations in which he does not feel adequate until he lives in a world of unrealities? Or does he somehow develop understanding and confidence and finally enjoy a rich satisfactory adult life?

If little Johnnie prefers to sit in the house by himself rather than to play with other boys, his choice may be due to his feelings of inadequacy, to the fact that he does not know how to compete with other children; and with a little assistance with his problem of group adjustment his difficulties may disappear. He may have been so unwisely sheltered and pampered by parents who were afraid he might be hurt or get his clothes dirty that he had no opportunity to learn how to play with others. Perhaps he is a child of inferior physical build and has learned that there is no fun playing since the other children can run faster and longer and win in all the sports. Perhaps he is a child of slower mental abilities who has nevertheless a keen appreciation of the fact that the other children are more successful in school, and in play can plan more interesting games. He is the brother of the youngster who says proudly, "I think up all the bad things to do, and Willie does them." Sometimes Willie learns that taking these suggestions get him into trouble, and that no one wants to play with him if he will not do what the group suggests for him to do. Then little Willie may decide that the safest thing for him to do is to play alone. Perhaps the shy child is the one of good or superior ability who has been discouraged because too much has been expected of him, or because of unkind comparisons with an older more attractive brother or sister, or because he has been confronted by emotional problems too overwhelming for him.

Very often the child who retreats from his companions will soon learn to establish for himself a world of fancy in which he can excel and have a good time. An example of this is the boy who sits cross-legged on the floor drawing all sorts of wonderful things for himself. Fond mamma says, "My boy is going to be an artist—he would rather sit and paint than go out and play." If he is

sent out to play with the boys who live near by, he will probably come running back in a few minutes, crying because the boys have been calling him names, throwing things at him, and chasing him home. If we ask the boy's teacher about him, she may tell us that he is a shy child who always seems afraid, that he does not seem to her to have unusual talent, and although he likes to draw, his work is not so good as that of the average child in the room. The teacher will probably add that she has to protect him at recess time from the teasing of the other children.

For a boy of unusual talents paper and crayons may offer a substitute for the usual children's activities, although one may question whether a person who has not experienced the common adventures of life will not have greater difficulty in learning to portray them for others; but for a boy who has chosen this or any other solitary activity as a dodge for the everyday situations of life and is getting his only satisfaction in his dreams and in the praise of unwise adults, there can be nothing but disappointments and failure. Moreover, the child or adult cannot dodge from the world of reality in one important item of his life without carrying over this type of reaction to all the situations he may meet. The shy, self-conscious, solitary child is a far more serious problem, and is going to have more difficulty in learning to live acceptably in a world of realities, than is the child with more conspicuous problems of personality and behavior.

As a contrast to the shy child, there is the child whose manner is bold and aggressive. He always makes himself conspicuous by the type of conduct with which he expresses his reaction to his surroundings; yet in the underlying reasons explaining this reaction, he may be very similar to the shy child. The aggressive youngster is sometimes the child who has learned that when he is scared it is a good idea to whistle loudly

and bravely. His whistling is apt to take the form of bravado, and when he protests his courage too vigorously, there is apt to be some one who will doubt its existence. Sometimes he tries to cover up his weaknesses by such an act of daring that no one could ever suspect him of lacking courage or ability in other matters. An aggressive child of this type was a baby burglar of newspaper fame. He had accomplished a certain number of robberies and was considered in the neighborhood a bold incorrigible boy, afraid of nothing, although he was only twelve. A careful study showed that he had a bad physical defect for which he had been cruelly teased at home and by his companions, and that he had reacted keenly to feeling inferior and being considered so by others. Surgical treatment to relieve his physical disability and expert guidance to help him in his conduct problems, made him a law abiding citizen again. Another aggressive youngster was an adopted child whose conduct in his foster parents' home had previously been entirely satisfactory. The fact that he had not been told that his foster parents were not his real father and mother, but had recently received hints and had been teased as an orphan by his playmates, made him feel insecure and unhappy, and was the chief reason for his change in behavior. A frank discussion with his foster parents, from which he gained reassurance of his place in the family group, made it no longer necessary for him to prove to himself that he was not afraid of being homeless and of having no place in the community in which he had always lived.

The aggressive child who feels inferior tries to attack his world before it can discover his weaknesses. Sometimes by a persistent well directed fight, his dreaded handicap becomes a real advantage because it serves as an incentive. The weakling who has always been protected from any physical strain may become the boastful, self-centered neurotic,

or may become the athlete. The deaf child in spite of his handicap may become the musician, and the very feminine girl who has always been told that she is too fragile and delicate to accomplish anything becomes the successful lawyer or doctor. Sometimes the inferiority is only fancied; the girl, for instance, who has overheard her parents remarking that she lacks in grace and poise determines to become a dancer. The boy is told that he is just like his uncle Jim, who is lazy and good for nothing; and the boy must ever afterwards be busy, even busy doing nothing, but making a lot of noise about it to prove that there is no resemblance between them.

Sometimes the youngest child is an aggressive, noisy youngster, not because the parental discipline has been more lax than that which the older children received, but because the child resents being the smallest, least advanced in school, and least dependable member of the family. The youngest child has no new experiences with which to entertain or impress the family group. His teachers and schoolrooms and clothes have been used before him by the older members of the family, and even his friends are usually the younger brothers of his big brother's group. If the child cannot get attention and appreciation for his ordinary accomplishments, he must get it in any way possible.

The child who has reacted to inferiority or insecurity by an aggressive type of behavior might have reacted as the shy child did. Instead of boldly protesting his importance, and perhaps backing up his bravado by stealing or lying, he might have reacted as the shy, solitary child who instead of fighting has built up a world of fancy in which there is no dreaded competition.

The conduct problems of these two types of children might appear on the surface to be very similar; but if the shy, shut-in type of child truant from school his truancy would be a direct dodging of an unpleasant situation. The

aggressive child's exit would be more impressive. The shy child would want no one to know that he had spent his morning hidden in the country because he was afraid of being teased at school, or because he felt he was dressed differently from the other children, or was afraid of being asked to recite. The aggressive child might boast to the rest of the school that he was going to cut and was not afraid of anything or any one. Probably also the aggressive boy would not hide very far from the school for he might want to return if there was a chance of showing his bravery and being the centre of attention by so doing.

The fate of the child who is attacking his world because of a fancied or real underlying inferiority or insecurity must depend largely on the degree to which he feels this inadequacy and the degree to which the compensation he finds for his problem is satisfying and socially acceptable.

Sometimes the child's reaction is not only that he must conceal his weakness by defending it but also prove his importance by minimizing that of others. This child says, "What is mine is my own and what is yours I can take if I want." An egocentric boy of this type was a good looking rather sullen boy, Dick, who had been referred for stealing a car. He had been in various difficulties with the juvenile court in the past and had been sent to a state school for a time. He resented his treatment there and said, "They asked me, of all people, to clean the stables. Of course I wouldn't do it, and when they tried to shut me in my room, I ran away. I wouldn't stay there, and they will never catch me and put me back again." When he was interviewed about stealing the car he showed the same attitude, and said, "I wanted that car, and what I want I have a right to take." It was of course suggested to him that some one might feel that way about his property sometime, and might want to steal his

car. His reply was typical, "I would kill any one who touched anything of mine."

Dick's case is of course an exaggerated one, but it is interesting because a study of his home conditions shows how circumstances fostered the development of his attitude. His father was a German who had been accused of German interests at the time of the war although there was no direct evidence. The father's business, a grocery, failed because of public opinion, and the wife was forced to support the family. She was very outspoken in her scorn of her German husband. Toward the end of the war, when Dick was about five years old, the father killed himself. The wife was left with a son and a daughter by a former marriage, and Dick. The older children were old enough to provide for themselves, but Dick was a burden. The mother, and the daughter who lived with her, did not fail to remind Dick as often as there was occasion that he was a financial problem and that he was just like his worthless father. The mother was interviewed at the time the boy stole the car, and her attitude at this time was, "He's just like his father and no good. I've always told him that I knew this sort of thing would always be happening to him. I had to support Dick's father when he got into trouble, and some one will always have to be supporting Dick." To have his fate decided for him before school age and to be reminded daily of his father's worthlessness and the hopelessness of his own future is not good mental hygiene or even humane child care. Dick's reaction to this insult to his sense of his own importance, and the indirect insult to his ego through the identification of himself with his father, was to multiply his own estimate of his important needs so greatly that the rest of his world must give it some notice. He expressed his

attitude when he said, "If I want a car I can steal it, but if any one else steals mine, I can kill him."

Egocentricity, or placing one's self as the central object of importance in the world, is a serious mental hygiene problem for the individual involved and a serious social problem for the rest of the community. As the individual receives more and more insults to his ego, as he inevitably must, he may sometime explain them by feeling that he is being persecuted by unseen enemies. Or he might react in the manner of Dick, who with his good intelligence and lack of appreciation of the rights of others, might easily become a leader in criminal activities.

In our complicated modern civilization we find fairly frequently the child who is unstable. This school child collapses before any strain and has little control over his moods and emotions. The unstable child bursts into a temper tantrum with little cause, storms from the room in rage, and returns a few minutes later with the brightest of smiles, the storm completely forgotten. He acts as an adult one minute, as an infant the next. Frequently an emotional shock or tension, or a home situation which cultivates a feeling of insecurity is found to be the basis for this rather chaotic way of reacting.

In all the problems of personality or conduct of the school child, it is most essential that the attitude of the teacher be that of the student or scientist who searches out the underlying reasons before passing judgment. In investigating the reason she should remember that there are causes within causes to explain human behavior. If the child's difficulties are understood, and often they can be explained to the child so that he can understand them, the biggest step toward overcoming them has been accomplished.

The Work of the American Law Institute

KATHRINE ROBINSON EVERETT, 1913

[This article by Kathrine Everett, a former president of our alumnae association, was originally one of the "Three-Minute Interviews"—a series of short talks on interesting topics which featured our program last commencement. At the request of the Alumnae News, she wrote it out for publication, and because of a certain "timeless" quality and interest which it possesses, we have saved it until this number of the magazine. Mrs. Everett's husband, Mr. R. O. Everett, of Durham, has the distinction of being a member of the American Law Institute. As the alumnae know, she herself is a lawyer, and previous to marriage was actively engaged in practicing the profession in association with her father. The Everetts have a splendid son, Robinson Oscar, two years old.]

Now that women can control their own property and are no longer regarded as the mere chattels of men, each of our alumnae doubtless has an interest in law—or in some lawyer! Because of this, I have been asked to tell you about the annual meeting of the American Law Institute which I attended in Washington, D. C., in the spring of 1929.

Some of you may have had the privilege of consulting a lawyer and learning what, in his opinion, was the law on a certain question. And his opinion it could only be at best; for with more than ten thousand volumes of decisions from the various states of the union, in which one state supreme court positively declared one thing to be the law, while the supreme court of the neighboring state perhaps as positively affirmed the opposite of the same proposition, naturally no one could say with certainty what is the law.

It is true that the old Common Law of England is the trunk of the law of the United States; but from it has sprung forty-nine great branches—the courts of last resort in our forty-eight states and the United States Supreme Court. Nor have these branches grown always in the same direction. In fact, so divergent had they become that an astute lawyer could find, in a diligent search, some decision from some state to bear him out in practically any view of a case; whereas, his opponent at the bar,

if equally diligent, could find a decision likewise supporting his position.

So uncertain and complex had the law in the United States become that, under the leadership of Mr. Elihu Root, a group of lawyers met in February, 1923, and formed an institute to promote the clarification and simplification of the Common Law, and to aid in securing the better administration of justice. The American Law Institute has been busily engaged ever since in preparing a Restatement of the Fundamental Principles of the Common Law, and hopes that because of the excellence of the work itself and the outstanding type of the lawyers selected as life members of the institute to pass on the work, the Restatement will become a final authority throughout the country on what really is the Common Law.

This work of helping make certain the real meaning of the law is considered so important that the Carnegie Corporation has contributed to it more than a million dollars, and the Laura Spellman Rockefeller Memorial more than one hundred thousand dollars. Further evidence of the high opinion held of the institute and its work lies in the fact that Chief Justice Taft spoke yearly at its opening session. The president of the United States frequently entertains the members and guests of the institute, and at the meeting I attended Mr. and Mrs. Hoover not only gave a beautiful tea for us, but even broke a precedent by shaking hands with each one before tea was served! President Hoover further paid a high compliment to the institute by selecting Mr. George W. Wickersham, its president, as the head of his Law Enforcement Commission.

There are two sides to the administration of justice—first, a certain law; second, a certain enforcement. It is both necessary to know with certainty

what is the law, and with certainty to enforce the law. Laws that are uncertain cannot be enforced. The Law Institute is endeavoring to make certain what the law is; the Law Enforcement Commission is endeavoring to see that the law is enforced.

While you are not lawyers, and can do little towards stating what is the law, you do have a great opportunity as educated women in undertaking to make certain the enforcement of our laws. There is no more powerful aid in this than the sentiment for enforcement among college women, who are educated and trained not to be swept off their feet by mere likes and dislikes, but to be borne forward by loyalty to truth and reason. It is only under the law that women have become more than chattles; only under the law and the liberal institutions it brings in its wake that women have been given a real chance. If the educated women fail in

their own example to enforce the laws of the country; if they, through disapproval of any law, prohibition or other, wink at the breaking of that law, and laugh with those who deride it; if they have not the courage to demand that in their own homes all the laws of our land shall be observed, and whether regarded as good or bad, be strictly enforced while they remain the laws of our land—if the educated women of today fail in these opportunities of law enforcement, they fail to measure up to the high responsibilities of citizenship, and are not worthy of the privileges they have so recently obtained at such a price by those who went before and made the fight!

Take up our quarrel with the foe,
To you from failing hands we throw the
torch,
Be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies bloom
In Flanders field.

Treasure

JANE GROOME LOVE, 1913

*From the winnowed bough
The trivial leaves have fallen now,
And the naked tree that flamed
So little time ago,
Is reaching tremulous arms unshamed
Across the sunset's glow.

It does not miss the beauty that adorned
Its limbs, but like some staunch apostle who has scorned
Barren desires, exults in primal wonder.
And listens with a long
Glad sigh for ceaseless winter winds blown under
Its high boughs. No song
Finds echo there, but a strong
And ancient dream moves in its veins,
And clean of summer stains
It stands in pencilled beauty on the snow,
Scorning an empty afterglow.

Only the strong hold dear the winter wind.
Only the strong exult in high thinned
Boughs of winnowed love.*

—Reprinted from the Carillon (January, 1930).

IN MEMORIAM

TWICE within the year the Class of 1929 has known bereavement in the passing of two cherished classmates. Our sense of loss and sorrow is beyond measure. But on this page may we in some small degree record our affectionate remembrance, and speak the loving gratitude we feel that through our college years we talked and walked, laughed and loved and learned—together!



HELEN ELIZABETH MORRIS, A.B.
GASTONIA, N. C.
Born May 18, 1908
Died October 13, 1929

(While teaching in the second and third grades of the Belmont city schools.)



LILLIAN BRONSON WORTHAM, A.B.
WILMINGTON, N. C.
Born September 21, 1907
Died December 12, 1929

(While teaching fourth grade in the High Point city schools.)

*They shall not grow old, as we that are left grow old;
Age shall not weary them, nor the years condemn.
At the going down of the sun, and in the morning,
We will remember them.*

High School Librarianship as a Profession

By FLOSSIE MARIE FOSTER, 1921
Librarian High Point High School

THE demand for trained high school librarians is rapidly increasing. Wide-awake principals and superintendents are realizing the important place the library should hold in the high school. This is evidenced in the standards drawn up by the Southern Association of Colleges and Secondary Schools at its recent meeting. The standards relating to the librarian are in part as follows: "Enrollment of 1000 or more students—full-time librarian with college graduation and at least one year in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1000, or major fraction thereof, enrollment, there shall be an additional full-time trained librarian."

Since the new standards specify a four-year college course plus a year's study in an approved library school, the student contemplating library work as a profession should, while in college, choose her major in English, history, or social science. During her college career she should embrace any opportunity offered her to get library experience by assisting in the college library or the public library in the town in which the college is located. She is then ready to choose the institution to which she will go for her technical library training. Courses in library service are given at the University of North Carolina, North Carolina College, Columbia University, Carnegie Public Library of Atlanta, Drexel Institute, Western Reserve University, University of Chicago, University of Wisconsin, and in many other universities and colleges.

Teaching experience is a great asset to the school librarian. It enables her

to see the teacher's viewpoint, to make easy contacts with the student groups, and to acquire experience in discipline by working with a small group in the beginning.

She must like people, particularly young people. She must not look or appear too bookish. Her library should be a workshop, alive and active, where ideas emerge, where projects take form, and where individual interests are pursued. It is evident, of course, that a broad knowledge of books is essential. She should continually keep up with the best books published that will meet the various needs of the department in her school. She should study the curriculum and know the general aims of the school. In this era when extra-curricular activities play such an important role in making a well-balanced program, she must keep abreast of all activities and have her material in advance of the needs and requests. In every instance she must visualize her library collection and make it not only well-rounded, but one that will fit the school's peculiar needs.

The ordering of books and supplies, cataloguing, reserving books, making bibliographies, and other routine phases, are all subsidiary to the immediate questions that come during the school day. These items are sandwiched in during the less turbulent periods of questions. In a high school library the important item is to get the question answered quickly and accurately. The young adolescent must have his material when he wants and needs it. If the librarian does not know the answer or where to find it, she fails to make her library function in the eyes of the students. There is no doubt that these reference questions are one of the most attractive features

of high school library work. The miscellaneous assortment of questions have their origin in many places—the classroom, club meeting, conference room, home-room, home, or the social hour.

The librarian should possess the knack of entering into the joys of high school books herself. In other words, she must be enthusiastic about books that delight the modern high school student—books about aviation, electricity, radio, and other subjects dear to the enquiring mind of youth. She must know also how to tempt her students into the joy of the classics by showing in them traits similar to those in the modern stories. One of her great problems is to combat cheap books and magazines. She does this through making her own book and magazine collection so attractive that the cheap books will fade in comparison. An attempt at the formation of good reading habits requires constant tact, subtlety, and perseverance on her part, but it is certainly one of her major tasks.

In the University of North Carolina News Letter for February, 1930, in an article, "Does North Carolina Read?" the following statement is made: "The remarkable growth in high schools and in high school enrollment in the state in the last two decades ought to mean that the citizenry of tomorrow will be a generation of readers, for one of the results of a high school education should be the formation of reading habits." It is the librarian's job to cooperate with the teachers in attaining this result.

Within the next few years a great impetus will undoubtedly be given to the establishment of high school libraries, and the trained worker will be in demand. The college graduate who is inclined toward high school work, who likes young people, who takes the time to delve into books and realizes the joys of reading, and who would receive a remuneration similar to that of her fellow teachers, might find high school library work an interesting profession.



Woman's Building—Through the Trees

Three-Minute "Interviews"

["The Lord Helps Lizzie" is the title of a story about tenant farm life which won for Katherine Hoskins, of Summerfield, the Joseph P. Caldwell cup offered by the North Carolina Federation of Women's Clubs for the best short story submitted in the federation contest for 1929. The Alumnae News asked the author to tell us how she happened to write the story, and the "interview" given here is her reply.]

I SUSPECT that what the Alumnae News really wants to find out is why one who is known to her alumnae friends as a person engrossed with many household tasks, and cut off almost totally from active participation in current events, should take up writing, and what she finds to write about on a farm. I believe all people have within them some creative ability, which, if cultivated, would not only enrich and add happiness to their own lives, but help others as well. It does not matter whether the hobby they ride is a thoroughbred, or only a bent stick whose speed depends entirely on their own imagination—they gain a clearer outlook on life every time they climb into the saddle. The person who interests himself in even a trivial subject gains the poise that comes only from knowledge, and a tolerance of other people's opinion that only a real seeker after knowledge can have. For myself, I write because I'm interested in folks, and if I can even crudely interpret them, I add to my own happiness. All my life I have lived close to farm tenants. I see their ignorance, their poverty, and often their disease and shiftlessness; yet am amazed at their grim courage in the face of odds. I have wondered why writers spend so much time on romance and roses, and ignore the greater drama of malnutrition and malaria. Some day I hope to see painted a tenant "Woman With a Hoe" as great as Millet's "Gleaners," and the life of a tenant girl told as vividly as Thomas Hardy's "Tess of the D'Urbervilles." Until then I shall continue to ride my

hobby stick over the farm to visit the "crappers."

KATHERINE HOSKINS.

[Teeny Welton, '28, is now on the staff of the Children's Home Society of Virginia, with headquarters in Portsmouth. Last year she studied at Western Reserve University, taking work in sociology. It was her very first year "away from home." We asked her if she didn't have something to say about it. And this is what she said.]

IN this brief space one could hardly begin to tell about a year of case work or to suggest the major events of one winter. After graduation in June, 1928, I worked during the summer at the Children's Community Center in New Haven, Conn. In September I went to Cleveland to enter the Western Reserve School of Applied Social Sciences. As a part of the course I carried eighteen or twenty cases with the associated charities. I was responsible for them. The things I did were many and varied.

Remembering one of my experiences of last June I think a "word of wisdom" to the seniors might be more advisable than any "scholarly dissertation" such as I could not give. At commencement every one made us seniors feel that we were the "cream of the earth." One week at home did little to take the ego out of me. When I went to New Haven, after writing them when I would arrive, I fully expected the whole town to be there with brass bands. You can imagine my disappointment when not a soul met me! To take the first blow so soon was a little difficult, but certainly impressed me with the idea that if I wanted brass bands I would have to carry them with me!

The first few days at Western Reserve University were about as impressive. Being the first student to go there from North Carolina College, I was told that my work and record would determine how our future graduates would be ac-

cepted. This was a dreadful responsibility! The prof. in the introductory course was not satisfied with holding us responsible for our own beliefs and ideas, but called on us by colleges and asked what Vassar, Smith, North Carolina College, taught about such and such a theory. I'm sure the weight Atlas had to bear was no greater burden than this sense of responsibility for one's college!

There were always such minor difficulties as pronouncing s-o-n-t-h, and some one was careless enough to place me in the South district of A.C.!

Cleveland is called the city of conventions and Western Reserve University students do their share to help along the cause. We attended anything from the most radical so-called socialists' gathering to the dignified sessions of the National Education Association and the deans' conference!

The year was full of interesting incidents. Maybe there will be another one and one-half minute interview some day!

ERNESTINE WELTON, '28.

[Frances Gibson Satterfield spent the summer after her graduation in 1928 studying journalism at Columbia University. She returned to her home in Raleigh to be married, and went back with her husband to New York, where she continued working at the university, in addition to home-making in an apartment. This past year she was connected with "Chain Store Progress," official publication of the National Chain Store Association. We asked her to say a word about that far-famed "first year out." This is the "word."]

I HAVE been asked to give you some idea of my year's work at the Columbia School of Journalism. As you doubtless know, it has been for only a few years

that old newspaper men have looked upon these schools of journalism as anything but a joke. This fact makes the founding of the Columbia school by Joseph Pulitzer even more astounding. Rising from a penniless, ignorant immigrant to one of the best known of America's editors and founder of the present New York World, and gaining his knowledge of newspaper writing from the school of hard knocks, he decided in his late years that newspaper writing must be made a profession and that people going into that work should have special training; so he gave the money to found the Pulitzer School of Journalism at Columbia.

Men who teach there are men who have had or who have connections with the country's best papers. They do not teach only by theory. They teach from their own experiences, and impound in the students things successful newspaper men and women should know. We are made to have among other things actual experience in interviewing people. For instance, I saw during the year and interviewed in groups or alone Mrs. Franklin D. Roosevelt, John J. Raskob, Amelia Earhart, Norman Thomas, and other celebrities. I also covered some of the best news stories of the year in New York. Hard work?—yes. Fascinating—of course. You stand on your own feet, or you fall. You learn that early in the game. And it is not the least of the lessons that one is apt to learn "the first year out!"

FRANCES GIBSON SATTERFIELD, '28.



Editorial Comment and Review

COMMENCEMENT "IS ICUMEN IN"

COMMENCEMENT—and the crowning of the year with alumnae day, graduating exercises, and other long established ceremonies—has a charm all its own. It represents something—something half-defined perhaps—accomplishment, fulfillment, satisfaction, though momentary; the crest of the hill, as it were, though new hills rise all around; with gaiety, to be sure, and fellowship; perhaps with less joyous sensations—maybe. Once more, like "summer," it "is icumen in"!

President Foust has secured for major speakers two men whose credentials promise well for their hearers. Dr. Rufus M. Jones, the baccalaureate preacher, is professor of philosophy in Haverford College. Moreover, he is the author of numerous books dealing with many phases of religious thinking and philosophy. As a lecturer he has made frequent contributions to the programs of Y. W. C. A. conferences and other types of social organizations. Dr. Jones is also to be the speaker at commencement vespers. Vesper service is planned this year from a somewhat different point of view. It is to be about half an hour long, at the close of the Sabbath day, and only the members of the graduating class, their relatives and friends, alumnae, and faculty are invited. Organ music and voice, with an intimate vesper message by Dr. Jones, will largely compose the program.

Dr. Leigh is the president of Bennington College, in Vermont, a new college for women now being organized. Dr. Leigh was formerly head of the department of government at Williams College, and has been very instrumental in organizing and fostering the Institute of International Relations held in the summer at Williams. The new insti-

tution is planned to have a number of unusual features. For instance, the residence halls will be large enough to accommodate only forty students each and will be run on a cooperative basis. The first two years of the college will be in the nature of a junior college, and will prepare those students, who are deemed eligible, for the last two years, which are to be devoted to three major fields—the fine arts, social sciences, and natural sciences.

In general, commencement exercises will follow the plan and order of previous years. As soon as the details of Alumnae Day are completed, they will be sent the alumnae through letters. This year the Dix Plan of Class Reunions goes into effect. Due to return are the classes of 1902, 1903, 1904, 1905; 1920, 1921, 1922, 1923, 1924; 1929. The class of 1926 will also be here, in preparation for falling into line with the Dix Plan.

So pack the baby in the market basket, fling a string of beads into your handbag, lock up the schoolroom and the shop, and meet us on the avenue, in Spencer, on the bridge, in Students, at the post office, around the flag pole, under the class tree—any and everywhere—all over the place—on June 7!

THE COMMENCEMENT PROGRAM

Friday Evening, June 6

9:00 p.m. Park Night. (Peabody Park.)

Saturday, June 7

10:30 a.m. General Assembly and Business Meeting of the Alumnae. (Students Building.)

1:00 p.m. General Reunion Luncheon. Senior Class hostess.

Luncheon for "Class of 1585."

4:00 p.m. Senior Class Day Exercises. (Front campus.)

5:30 p.m. Class Reunion Suppers.

8:30 p.m. Guest Performance by Play-Likers. (Aycock Auditorium.)

Sunday, June 8

- 11:00 a.m. Baccalaureate Sermon. Dr. Rufus M. Jones, Professor of Philosophy, Haverford College. (Aycock Auditorium.) *
- 5:00 p.m. Informal Gathering on Lawn in Front of President's Residence. For Faculty, Alumnae, Seniors, and Friends.
- 7:00 p.m. Vesper Service (half hour)—Y. W. C. A. (Music Building.) Seniors and their Friends, Faculty, Alumnae.

Monday, June 9

- 10:30 a.m. Annual Commencement Address. Dr. Robert D. Leigh, President of Bennington College. (Aycock Auditorium.) Awarding of Diplomas to Graduates.

THE SEMINAR ON CHILD PSYCHOLOGY

THE second Alumnae Week-End Seminar has taken its place in history. And once again the outcome of the event surpassed our best expectations. The attendance reached more than 360, a considerable increase over that of last fall. No special effort was made to secure a large attendance, so that the response of the alumnae was a natural one. Again the high quality of the lectures was a matter of comment. The interest and enthusiasm with which the "students" entered into the discussions was once more proof of their own exceeding stimulation and recognition of the help they were receiving with their individual problems. Indeed, in the success of this second Seminar, there is further evidence of the vitality of the idea of a continuing intellectual relationship between colleges and their alumni and alumnae.

Since the subject being studied was "Child Psychology," many young mothers were found in the group. Teachers and other types of workers with children were also included, as well as many persons who were interested in the topic simply from the point of view of general information or avocation.

The same plan of procedure was followed as characterized the Seminar last fall. Beginning with a dinner meeting on Friday evening, April 11, the lectures

and discussions continued through next day, the whole program culminating on Saturday night with a guest performance of Flavin's "Children of the Moon," by the Play-Likers.

Rosa Blakeney Parker, president of the alumnae association, presided at the dinner and presented President Foust, and Dr. Highsmith, director of the Seminar program. Mrs. Parker was also in general charge of the meetings; Dr. Highsmith introduced the speakers and directed the discussions.

We are glad that it has been possible for the Alumnae News to publish two of the lectures in this number—one by Dr. Johnson and one by Dr. Gordon.

We shall gratefully receive suggestions from the alumnae as to the subject of the next Seminar which we hope will be held next fall. What are your particular intellectual needs and interests? Let us know.

THE JUNIOR COLLEGES

HAS the junior college movement reached its peak? There are now 395 junior colleges in the United States, enrolling 51,000 students, and with buildings, land, and equipment valued at \$91,000,000, according to Carl Holliday in *School and Society*. All but five states have junior colleges, but Texas and California predominate. Most of them are financed by cities and towns or by churches.

What has caused this great development? Five reasons are given: (1) The pressure of numbers in the larger universities, causing them to encourage the building of local two-year colleges to keep the younger students at home. (2) Growing tendency to found municipal universities; junior college may be first step in that direction; (3) Many parents believe that boys and girls of seventeen to nineteen are better off at home than on some distant campus. (4) "Overweening desire of every town to boast possession of a college." (5) "Lurking desire

of many a high school principal to be known as a college president, and the more or less latent desire of many a high school teacher to be known as a 'college professor.' "

The largest of the junior colleges apparently is Crane at Chicago, which has

3,014 students, but 183 have less than 100 students each, and several were found to have only seven to ten. In some cases the college occupies one end of the high school, and in many instances the term "glorified high school" can properly be used.



THE Madrigal Club, under the direction of Miss Grace Van Dyke More, head of the division of public school music, gave a recital in Aycock Auditorium on Saturday evening, March 15. The theme of the program was "Around the World in Song." The numbers were excellently chosen and beautifully interpreted. The work of the Madrigal Club quartet, composed of Selma Stegall, Rachel Blythe, Edith Meigs, and Margaret Tyson, directed by Miss Millie Fristad, of the public school music staff, came in for its share of praise, as did the violoncello numbers of Amy Newcomb. Dorothy Clement, '23, of the music faculty, was a most adequate accompanist.

First row (left to right): Mathilda Geiger, Charlotte; Miss Thelma Cushman, faculty; Aleine Lylery, Granite Quarry; Ruth Anderson, Saulston; Gladys Spencer, Hobucken; Henrietta Wallace, Statesville; Iris Stith, Winston-Salem; Helen Russ, Edenton; Mary Henri Robinson, Greensboro; Genevieve Whitehead, Greensboro; Margaret Tyson, Asheville; Amy Newcomb, Wilmington; Virginia Baines, Spring Hope.

Second row: Flossie Cogdell, Goldsboro; Inez Murray, Greensboro; Mary Ratledge, Advance; Mary Sikes, Greensboro; Flora Davis, Bessemer City; Selma Stegall, Marshville; Martha Jo Graham, Battleboro; Charlotte Hatcher, Dunn; Maude Terrell, Asheville; Louise Whittington, Greensboro; Laura Northrop, St. Pauls; Louise Gorham, Battleboro; Edith Meigs, New London; Miss Grace Van Dyke More, director.

Third row: Glenn McDougald, Clarkton; Timoxene Crawford, Franklin; Roslyn Southerland, Mount Olive; Mae Bullard, Morven; Frances Johnson, Greensboro; Maria Hobbs, Clinton; Maxine Robertson, Zebulon; Lucille Sharpe, Greensboro; Rachel Blythe, Huntersville; Selwyn Wharton, Gibsonville; Katherine Hine, Winston-Salem; Martha Wil Steele, Waxhaw; Matilda Robinson, Greensboro; Catherine Wharton, Greensboro. Miss Dorothy Clement, '23, at the piano.

More About Books

Cimarron. By Edna Ferber. New York: Doubleday, Doran & Co. 1930. 388 pp. \$2.50.

"CIMARRON" is a headlong story, told with all the gusto and vibrant enthusiasm of a good story-teller, who knows that he is spinning a breathless yarn. The scene is traced against a spectacular background—the settling, almost overnight, of Oklahoma Territory in the great run of '89. The story is related chiefly through the experiences of two people: Yancey Cravat, handsome, picturesque, swashbuckling, fearless, unerring with his pistols, fiery yet tender, a passionate orator, intimate with the philosophers and the poets of the ages, yet impatient with civilization, and as untamable and unrestrainable as the wind itself; Sabra Cravat, his wife, born Venable, who went with him to the new country from Kansas and a family steeped in the traditions of the old South. Yancey's past is never fully explained. Some say he is part Indian, with an Indian wife and papoose. But the romanticism of him, the animal intensity and force of him, sweep young Sabra off her feet and she goes with him to be "a pioneer woman" in a new land.

Yancey is on fire with zeal for the new country. He starts a newspaper; he fights the battles of the Indians and their dispossessed lands; he shoots to kill—and kills (witness the seventh notch on his pistol handle)! He becomes the territory's most famous citizen; he is offered all sorts of political honors; he refuses them all. For him the wide open spaces and the lure of danger! At intervals he leaves Sabra and their children—he will be gone five years at the time, only to come riding back at some unexpected moment of great emergency.

It is Sabra, then, who sheds the sensitiveness and super-refinements of the past, who somehow makes a home out of

bare walls and rough surroundings, whose steady hand develops the paper into a power and herself into an influence, who finally embarks upon the political career her husband disdained, who is elected to congress, with the hint that she may be governor of the state.

In both characters, Yancey and Sabra, Miss Ferber has delineated surely and powerfully. You will not, in truth, read the book for delicacy of beauty, for unerring psychology, or for the exact portrayal of great emotions—no. But if you want to lose yourself in a story that is vital and compelling, that is clean, that abounds in thrilling episode, read "Cimarron." It is something considerably more than history; it is a corking good tale.

E. C.

The Woman of Andros. By Thornton Wilder. New York: Albert & Charles Boni. 162 pp. \$2.50.

IN the elegance of its style, the logic of its unfolding, and the delicacy of its execution, the "Woman of Andros" is a chiseled cameo. The "Bridge of San Luis Rey," by the same author, is more dramatic, more startling, but it by no means equals Thornton Wilder's last book in sheer classic beauty and exquisite workmanship.

The action takes place on one of the islands of Greece, to which Mr. Wilder has given the name of Brynos, and centers around four main characters—Chrysis, the hetaira, who like many of her class in those far days, was a woman of great culture; her young and innocent sister, Glycerium; Pamphilus, a philosophically-minded youth, and Simo, his father, chief citizen of the island. At intervals, Chrysis gives dinners to the young men who are visitors at her house, and reads to them from the tragic poets, seeking to stimulate their intellectual

life. Of all these young men, Pamphilus is the flower, as he is the idol of his family.

Chrysis, whose heart is full of beneficence, as well as needful of solace, also surrounds herself with a group of broken and dependent people, literally picked up here and there, whom she calls her "sheep." They are devoted to her.

Quite by accident, the young man Pamphilus and the young girl Glycerium meet. Their love is swift, complete, consuming. But Glycerium is outside the social pale, and the young man, like all others of his time, is under the heel of his family with regard to marriage. What shall be done? Here, then, is the stage set; here are the theme and the major actors in the tragedy.

The book must be read for its full beauty to be understood. But touching a few high moments as the story unfolds, Chrysis had achieved a profound influence over the young men who composed her group. She had impressed them with her own beliefs, "that all human beings—save a few mysterious exceptions who seemed to be in possession of some secret from the gods—merely endured the slow misery of existence, guiding as best they could their consternation that life had no wonderful surprises after all and that its most difficult burden was the incommunicability of love." But as she lay dying she uttered words of faith to Pamphilus, whom she had thus taught to question the happiness of existence: "I want to say to some one * * * that I have known the worst that the world can do to me, and that nevertheless I praise the world and all living. All that is, is well. Remember some day, remember me as one who loved all things and accepted

from the gods all things, the bright and the dark. And do you likewise. Farewell."

The young man turns from grief over his friend to his despair over Glycerium, who is to become a mother. Momentarily this despair is changed to joy when the father receives the young girl into his home, only to descend again when she dies in childbirth.

There is not a man or woman in this story who is not baffled and thwarted by life—even the "sheep." Pamphilus struggles to summon a measure of hope, somehow, out of all the frustration to which he has been witness. At length it comes, not strangely, after all, from the teachings of Chrysis: "It seemed to him that the whole world did not consist of rocks and trees and water, nor were human beings garments and flesh, but all burned, like the hillsides of olive trees, with the perpetual flames of love,—a sad love that was half hope, often rebuked and waiting to be reassured of its truth. But why then a love so defeated, as though it were waiting for a voice to come from the skies, declaring that therein lay the secret of the world. The moonlight is intermittent and veiled, and it was under such a light that they lived; but his heart suddenly declared to him that a sun would rise and before that sun the timidity and the hesitation would disappear. And as he strode forward this truth became clearer and clearer to him and he laughed because he had been so long blind to what was so obvious. He strode forward, his arms raised to the sky in joyous gratitude, and as he went he cried: 'I praise all living, the bright and the dark.'"

E. C.

Up and Down the Avenue

AN EVENT of importance in January was the dinner conference of student leaders, together with President Foust, the student counsellors, and several other members of the faculty, held at the Jefferson Club House. This was a follow-up meeting of the Yonahlossee Camp Conference which took place early in September. Reports from various committees dealing with various phases of campus life, were heard and discussed. The revision of the student government constitution, the formation of an honor society, and the establishment of the honor system, received interested consideration.

* * *

Mrs. Ada Davis, teacher of sociology, had an article in the January number of the *American Journal of Sociology* on "The Evolution of the Institution of Mothers' Pensions in the United States." Since it appeared, Mrs. Davis has been asked by a journal in Italy to write an article on the same subject, based on a study of certain other countries. She is now engaged on the work. Mrs. Davis was a speaker at the Greensboro Woman's Club early in January, talking on certain aspects of American home life.

* * *

The January meeting of El Circulo Espanol was featured by an illustrated lecture on "My Visit to Cuba," given by Miss Alice Abbott, teacher of Spanish.

* * *

Mrs. Chase Going Woodhouse, vocational director and head of the Institute of Women's Professional Relations, read a paper before the National Sociological Association at the annual meeting in Washington. Her subject dealt with factors relating to successful family life, and set forth the result of original investigations on the subject. The paper is to be published in an early number of the *Journal of Social Forces*.

* * *

The Botany Club had as its guest and speaker during January Mrs. W. L. Lawton, representative of the National Council for the Protection of Roadside Beauty. She gave an illustrated lecture on "Beautifying the Roadside."

* * *

Miss Harriet Elliott was a delegate to the second annual Institute of Statesmanship held at Rollins College in January. She represented the National League of Women Voters, and was one of the informal speakers on the general program.

Dr. and Mrs. Wade R. Brown accompanied a party of eleven music majors to New York in January for a week of grand opera, concerts, and plays. The party, which is an annual one, spent one day in Washington en route.

* * *

Miss Sue Kyle Southwick, pianist, and Henry H. Fuchs, violinist, accompanied by Miss Mary Lois Ferrell, members of the music faculty, gave the first of a series of faculty recitals in Aycock Auditorium the last of January.

* * *

Oswald Garrison Villard, editor of *The Nation*, visited the college during January and addressed two groups of students. While here he was the guest of Dr. B. B. Kendrick, of the history department.

* * *

The Play-Likers have given to date six performances of "Children of the Moon"—the regular first night on the campus, followed by three appearances at the University of North Carolina, one at Hollins College, and the last as the closing program of the Spring Seminar.

* * *

Dr. Kimball Young, associate professor of sociology at the University of Wisconsin, was a chapel hour speaker during January. His subject was "Personality Problems of College Students." While here he was the guest of Dr. B. B. Kendrick.

* * *

Mr. J. P. Givler, head of the department of biology, was a chapel hour speaker in Aycock during February, his subject being "Life and Law." He considered that there are two kinds of law, spiritual and physical, and developed his thesis around these ideas.

* * *

Carl Sandburg read, sang, hummed, and otherwise made his way into the hearts of the college community in a lecture-recital during February, given in Aycock. The readings were from his own poems, including also two short "stories" from manuscript copy. He sang from "The American Song Bag," accompanying himself on the guitar.

* * *

Dr. B. B. Kendrick addressed the annual meeting of the North Carolina Branch of the American Association of University Women in Charlotte, speaking on the subject, "The Changing South."

The Archery Club numbers fourteen. Miss Minna Lauter, of the department of physical education, is the faculty adviser.

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Miss Jamison, Miss Killingsworth, and Mrs. Ryan, student counselors, attended the National Association of Deans of Women held at Atlantic City.

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Under the direction of Dean Brown, a group of pastors, organists, and choir leaders from rural churches assembled at the college during February to plan for a choir festival to be held in May in the interest of better music in the rural churches.

* * *

Lowell Thomas, world traveler, spoke interestingly to students and faculty at a Saturday evening lecture in Aycock Auditorium during February, his subject being, "With Laurence in Arabia and Allenby in Palestine."

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Mr. E. H. Hall, of the biology department, reviewed the work of Luther Burbank and his contributions to the field of horticulture for the students of the Greensboro High School, the meeting taking place during March.

* * *

At the March gathering of the Science Club, Dr. Calvin N. Warfield, head of the department of physics, lectured on cosmic rays, and Miss Emily Watkins, of the mathematics department, reviewed "The Source Book in Mathematics," by Smith.

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Among many other speaking engagements in the state and out of it during the year, Dr. W. C. Jackson is lecturing regularly to the Friday Afternoon Book Club of Greensboro on the general subject of representative Americans.

* * *

Rev. R. J. Tamblin, pastor of Grace Methodist Church, of Greensboro, was an appreciated chapel speaker during March. His subject was "Conscience and American Citizenship." Before the talk, Marjorie Mendenhall, '20, of the department of history, sang two numbers, accompanied by Lucy Cherry Crisp, '19.

* * *

Dr. George Tehlyn, of Geneva, who is connected with the international labor office of the social department of the League of Nations, and Dr. Worth Tippey, of New York, secretary of the social division of the Federal Council of Churches of America, spoke to the classes of sociology and government during February.

The honor roll this year numbered 238, much larger than ever before. As usual, the young women making it were honorees at a delightful tea given in Students Building. Parents and faculty members were especially invited guests.

* * *

Mischa Levitzki, pianist, won his way to a great ovation from a packed house when he played in Aycock Auditorium during March. His was truly one of the great recitals yet to be heard in Aycock. Amazing technique, delicacy of perception and execution, great powers of interpretation, all characterized his work.

* * *

Dr. A. S. Keister, teacher of economics, is the author of a book entitled "Our Financial System," recently published by the Macmillan Company. It is designed primarily for use in senior high schools and junior colleges. Dr. Keister has been much in demand as a speaker on the subject of taxation. Before coming to our college he was assistant professor of finance at the University of Chicago.

* * *

The installation of a new credit system will go into effect next fall, in that letters will be substituted for figures, with the following sequence and interpretation: A, excellent; B, good; C, average; D, lowest passing grade; E, condition; F, failure. The letter "I" for the semester's grade will be used to mean incomplete. The committee recommending the change was composed of Dr. Helen Barton, Dr. L. E. Blauch, and Miss Mary Taylor Moore.

* * *

The annual meeting of the state Home Economics Association convened on the campus in February. The delegation of nearly one hundred women was composed largely of teachers of this subject in the colleges and high schools of North Carolina.

* * *

Reinald Werrenrath, baritone, was a delight to a large audience of music lovers in Aycock Auditorium in February. He sang with charming ease and true feeling. However, if we had an adverse suggestion to make, it would be this, that in our opinion the quality of his program was not equal to his reputation as a singer or to the taste of his audience.

* * *

St. Olaf's Choir, of Northfield, Minn., under the direction of F. Melius Christiansen, proved once more its right to acclaim both in Europe and America, during a recital given in Aycock in February. It was an exquisite performance.

Hugh Walpole, redolent of the out-of-doors, as well as the drawing room, gave a charming lecture to collegians and townspeople assembled in Aycock during February. He chose as his subject, "The Art and Immortality of the Novel," treating it with understanding as well as pleasing originality.

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George P. Wilson, of the department of English, has been asked to contribute data and conclusions in North Carolina philology to three dictionaries now being compiled—"Historical Dictionary of American English," "American Dialect Dictionary," and "Early Modern English Dictionary."

* * *

Dr. J. H. Cook, dean of the school of education, was elected vice-president of the North Carolina Education Association at the annual meeting of that body in Raleigh in March. For several years it has been customary for the vice-president to succeed to the presidency of this organization.

* * *

The North Carolina Council of Administrative Women in Education held its annual meeting in Curry Building, on Saturday afternoon, March 22. Hattie Parrott, of the State Department of Education, president, was in charge. Dr. Bess Goodykoontz, assistant United States commissioner of education, Washington, spoke on "Contributions of Wo-

men in Education." Dr. J. H. Cook addressed the meeting on "Opportunity for Administrative Women in Education in North Carolina."

* * *

The program of the German Club meeting in February, featured an illustrated lecture by Miss Caroline Schoch, head of the department of German, on Old German cities, showing especially their origins and development. In March, Miss Schoch gave a second illustrated talk on Burg Lauenstein, an ancient castle on the Thuringian-Bavarian border. Miss Louise Kraus, assistant in the German department, spoke also, explaining the connection of Tannhauser with the Wartburg.

* * *

The Institute of Women's Professional Relations has issued two additional bulletins of the series planned. "Fellowships and Other Aid for Advanced Work" and "Women and the Ph.D." are the titles. Both represent comprehensive surveys on the two subjects, and contain helpful and enlightening information and material. They may be obtained from the institute, at the college, for \$1.00 a copy. Other publications now in preparation are, "Home Economics Trained Women in Business," "Opportunities for College Women in Department Stores," "College Women in Banking and Investments," "Married College Women in Business and the Professions."



Administration Building — Now Being Remodeled

Affairs of the Local Clubs and Associations

ATLANTA ALUMNAE CLUB

MEETING FOUR: Our February meeting assembled at the home of Lizzie Roddick Edgerton (Mrs. M. T.), with Eva Sink Weir (Mrs. W. H.), chairman, presiding. After a short business meeting, Janet Harris, teacher of French in the Girls' High School, gave an interesting talk about her travels and experiences in France. She not only described in a most colorful way the Louvre, Versailles, and other places of interest, but also gave in a very entertaining manner side lights on the way the French people live, and the customs and manners peculiar to their own nation. Members present were Miss Janet Harris, Mrs. Edgerton, Mrs. Henry Donaldson, Mrs. John B. Pechau, Mrs. W. D. Hart, Mrs. Walton Avery, Mrs. W. H. Weir, Mrs. Wakefield, and Mrs. J. D. Lawrence.

Meeting five: In March our club had as lecturer Dr. Mary Stuart MacDougall, head of the department of biology at Agnes Scott College. Dr. MacDougall spent one year as a student at our college, so that both as an alumna and as a leader in her field of teaching and research, we heard her speak with keen interest. Her subject was "Heredity of the One-Celled Organism." The heredity of the one-celled organism was compared with that of the human organism. The lecture included an explanation of the speaker's special research on the modifications in chironomid uncinated produced by ultraviolet radiation. The hostess for the occasion was Mrs. J. D. Lawrence, of Decatur. A color scheme of gold and green was carried out both in the decorations and refreshments. Those present were Mesdames J. L. Rankin, M. T. Edgerton, Jonas B. Bost, James P. Cannon, Henry R. Donaldson, W. D. Hart, J. D. Lawrence, D. F. Morgan, W. H. Weir, Betty Ehringhaus, Beatrice McCracken, Helen Griffin, Janet Harris, and Mrs. Allan Rogers, of Chicago, an alumna guest of Mrs. Donaldson.

THELMA DELLINGER LAWRENCE, *Secretary*.

EDGEcombe COUNTY ASSOCIATION

MEETING TWO: Our second meeting of the year was held on Washington's birthday, and combined with it a celebration of that great event. Ethel Skinner Phillips was hostess to the group at her charming home in Tarboro, and Clara Byrd, our alumnae secretary, was the special guest and speaker for the evening. Sibyl Barrington Corbett, chairman, presided and had charge of the program.

Opening with the singing of the college song, the minuet followed, cleverly danced by a group of young girls to piano music rendered by Elsi-lene Felton Speir. Our alumnae secretary was next presented. She made some happy references to the Father of our Country, and then gave us a message straight from the heart of our college. She discussed particularly the new idea of a continuing intellectual relationship between colleges and their alumni and alumnae, and gave us the plans for the spring seminar on Child Psychology, as well as an urgent invitation to us all to come. It was voted to extend an invitation to Dr. Foust to be our speaker at the April meeting, and to include also on this occasion husbands of the alumnae and other special guests. At the conclusion of the meeting we moved to the dining room, where our hostess served iced chocolate and wafers.

EM AUSTIN.

NORFOLK-PORTSMOUTH ALUMNAE CLUB

MEETING THREE: Our third meeting was held on the first Saturday afternoon in November, at three o'clock, at the home of Eva Stevenson Horsley (Mrs. J. L.). We were glad to have the names of five prospective new members in Portsmouth and Norfolk whom we plan to invite to come to our next meeting. Jennie Eagle, the president, expressed regret that our chapter had no delegation present for the fall Seminar, as we had planned to have. At the conclusion of our business meeting, we enjoyed a social hour and a delicious ice cream course.

Meeting four: In December, Hettie Baxter Kilgore (Mrs. J. M.) was hostess to the club, and a large number was present, even though Christmas, with its manifold demands, was fast approaching. Ernestine Welton, child welfare worker in Virginia; Katherine McPherson, of the Norfolk Y. W. C. A.; Dorothy Robertson, Doris Hanvey, and Mattie Query, teachers in the Norfolk and Portsmouth city schools, were all welcomed among us at this meeting. We again discussed briefly the re-enrollment plan suggested to the alumnae, including the study of some phase of North Carolina history. Marie Buys Hardison (Mrs. J. H.) read from the Alumnae News an account of Founder's Day at the college, and Ernestine Welton gave an interesting report of the Seminar on "Our Times." A most delicious salad course, with mints and coffee,

served by our hostess, brought the occasion to a close.

Meeting five: In January, Lottie and Jennie Eagle received the alumnae club at their home. Besides the usual number of active members we were glad to have present as a guest Mrs. E. B. Gibson, sister to Margaret Pierce Orme, '99, who expressed herself as feeling much at home among this group of Tar Heels, some of whom were classmates of her sister. We decided to write to Miss Byrd about our proposed course of study, and Misses Welton and McPherson were appointed to do this. Our business ended, we enjoyed fruit salad, wafers and black coffee, served by our hostess during the social features of the afternoon.

Meeting six: Our February meeting had Hilda Mann Jones (Mrs. L. E.) as hostess. Notwithstanding the fact that the ground was covered with snow, we had a fine attendance. The program was featured by a talk on "Great Portraits," given by Ernestine Welton. She handled her subject entertainingly and well, and helped us renew our association with some of the truly great artists. She also brought the program outlined for us under the direction of Dr. Jackson on North Carolina history, which we decided to adopt. In March, Annie Wall Harmon (Mrs. George) will give a paper on the "Life of Andrew Johnson." Again delightful refreshments served by our hostess brought the afternoon to a close.

LOTTIE EAGLE, *Secretary*.

NASH COUNTY ASSOCIATION

THE Nash County Alumnae Association had a dinner meeting in Rocky Mount on Tuesday evening, February 11. Mary Arrington, chairman, presided. The feature of the occasion was an address by Dr. W. C. Jackson. (The Alumnae News does not have the details of the occasion).

WAKE COUNTY ASSOCIATION

WITH Neill Seawell Briggs, newly elected chairman, presiding, the Wake County Alumnae Association was hostess at a dinner during the annual meeting of the North Carolina Education Association, on Friday evening, March 21, Peacock Alley Tea Room, Raleigh. The table was tastefully decorated with spring flowers, daffodils predominating, and lighted by yellow candles in crystal holders. About fifty-five members of the faculty and alumnae were present for the occasion. President Foust, Clara Byrd, and Mr. W. R. Taylor, from the college, provided the program.

After the college song had been sung together and the meal served, Mrs. Briggs spoke

the words of greeting and presented President Foust, who made an excellent address. He remarked in the beginning that our college felt great satisfaction in the fact that this annual meeting of the North Carolina Education Association had been so ably managed and presided over by an alumna of the college, Miss Annie Cherry; that the new Commissioner of Public Welfare in North Carolina is another alumna, Mrs. Annie Kizer Bost, and that the new vice-president of the North Carolina Education Association had been chosen from a member of the faculty, Dr. John H. Cook. President Foust discussed educational conditions in the state, especially with reference to the financial aspects of the situation. He expressed himself as being absolutely opposed to raising the cost of education in the state to the individual boy or girl, because such a policy would inevitably mean that only the sons and daughters of the more well-to-do citizens could afford the opportunity of higher education. He believed that if the University of North Carolina had accomplished only two things in all its history—the education of Charles D. McIver and Charles B. Aycock, its existence would have been justified; and both of them were country boys.

The alumnae secretary spoke especially with reference to the April Seminar on Child Psychology, outlining the program, and inviting all who possibly could to return for the event. "The fact that three hundred of our alumnae could make it possible to leave their homes, their work, their multitudinous duties, to come back to the college last fall for a week-end of intensive study, and that as many more are planning to do the same thing this spring, should hearten all who are interested in the education of women. It should especially encourage our college and the members of the faculty—the makers of the alumnae—for it is some evidence at least that they sent us away with a permanent intellectual interest."

Mr. Taylor made an enjoyable and entertaining contribution to the evening's program by reading for us a burlesque on a modern play, by Stephen Leacock. So excellently did he interpret the piece that we felt almost as if we were in the presence of the drama itself.

Mary Sue Beam Fonville, Harriet Brown, and Georgia Kirkpatrick were members of the committee under whose direction and planning the evening was so successfully carried out.

Among those present were President Foust, Dr. Cook, Mr. Livers, Mr. Taylor, Dr. and Mrs. Kephart, Misses Betty Aiken Land, Miriam McFadyen, Lillian Killingsworth, Mary Taylor Moore, Ruth Fitzgerald, Mrs.

Weatherspoon, from the college; Neill Seawell Briggs, Virginia Kirkpatrick, Rosalynd Nix, Lola Harwood, Olive Webb, Mary Bridgers, Winnie Murphy, Glenn Yarborough, Dora Snipes Mozingo, Penelope Davis, Bell Andrews, Jane Beatty, Corinna Mial, Mrs. T. E. Johnston, Katie Lee Lewis Holding, Jessie Rankin, Pauline Williams Koonce, Juanita McDougald, Harriet Brown, Georgia Kirk-

patrick, Mary Alice Robertson, Margaret Lane, Ruth McLean, Ruth M. Fanning, Anna Johnson, Carrie Belle Ross, Lalla Daughety Andrews, Jimmie Blanchard, Blanche Dellinger Hamrick, Lois Rankin, Frances Landreth, Ruth Benjamin, Mary Doll, Daisy Conibertson, Margaret Teague, Frances B. Moore, Gladys Sims Smith, Mary Sue Beam Fonville, Mrs. Annie Kizer Host.

Among the Alumnae

Minnie McIver Brown (Mrs. J. A.) has added another star to her crown. This time she is described by the News Reporter, published at Whiteville, as a "columnist." And with reason. She is the originator of the column headed "This and That" which appears each week on the editorial page of the Reporter. If you have a chance to see this paper, look for Mrs. Brown's work. You are sure to find there something of interest.

During January, Flora Oettinger Stern (Mrs. S. J.) was hostess to Greensboro Boy Scout Troop No. 20, taking the scouts to hear Count Felix Von Luckner, famous German sea raider, relate his experiences during the World War in a lecture given at Aycock Auditorium. Mrs. Stern is a member of the board of trustees of the Sternberger Children's Hospital recently opened in Greensboro.

Beatrice Schwab Weill (Mrs. C. L.), who is doing splendid work as chairman of the Greensboro Congress of Parents and Teachers, went to Savannah in March, together with her husband, son and daughter, to be present for the golden wedding anniversary of her parents. The daughter, Carolyn, received with her grandparents at the reception, wearing the dress her grandmother wore at her wedding fifty years ago.

We hear through Welda W. Williams that Isabel Brinson, who was a student at the college from '24-'26, has completed a three-year course in art at Peter Cooper Union.

Katherine Maddry, after spending a year at this college, attended Meredith, and received her A.B. degree there in 1928. The year following she studied at the University of North Carolina, winning her master's degree in history. This year she is teaching in Raleigh, her home.

CLASS OF 1899

Mary Collins, Secretary

Bulus Bagby Swift (Mrs. W. H.) is this year chairman of the committee on the work-

ing child of the North Carolina League of Women Voters. In that capacity, and also through her widely recognized connection with Parent-Teacher Associations, she fills many speaking engagements on various programs. The work outlined by the committee of the league for the current year relates to limitation on hours, educational requirements for work permits, and employment in dangerous occupations. The goal set with reference to these three phases of child welfare is this: Limitations on Hours—"remove the exemption of children who have completed the fourth grade from the provision of the law establishing an 8-hour day and 48-hour week for children under 16." Educational Requirement for Work Permits—"require the completion of the sixth grade for children between 14 and 16 leaving school for work." Employment in Dangerous Occupations—"prohibit the employment of children under 16 in a specified list of hazardous occupations and grant power to the appropriate State Commission to extend this list."

CLASS OF 1900

Avila Lindsay Lowe, Secretary

Miriam McFadyen, supervisor in Curry Training School, made an interesting talk at the January meeting of the Edgeville Parent-Teacher Association. She discussed five objectives of modern education—a sound body, social efficiency, self control, correct home training, and the tools of technique or learning. During March she managed a Pet Show at the Training School, which proved highly successful, financial and otherwise.

CLASS OF 1904

Rosa King Wells, of Wilson, is the state recording secretary of the D.A.R., and was in attendance at the recent convention in Greensboro.

CLASS OF 1905*Annie McIver Young, Secretary*

Josephine Dameron, life missionary, teacher of music, has been in Korea nearly three years, having sailed in August, 1927. She will remain there five years before returning home. She says that Koreans are musical, with lovely voices.

Josephine Rainey Smith (Mrs. Osmond) still lives at Locust Dale, Va.

Annie McIver Young (Mrs. J. R.) has a lovely home in Irving Park, Greensboro. It is set in a smooth green lawn in the midst of boxwood and flowering shrubs.

CLASS OF 1906*Josie Doub Bennett, President*

Elizabeth Hicks says "Since I have neither 'built a house, married, nor written a newspaper article,' it would seem that I am not qualified to subscribe to 'items of interest.' I spend my summers in the mountains of Western North Carolina, my winters in my home town, Faison, where I have the privilege of teaching many fine boys and girls. A large number of our girls attend N. C. College, and hold their own there remarkably well, when one considers that ours is a small high school." It was passing pleasant to have this note from Elizabeth Hicks. We protest that she is highly qualified for writing "items of interest," and we want her to write more at length and oftener.

CLASS OF 1907*May Ezum, Secretary*

Inez Koonce Stacy (Mrs. Marvin H.) is dean of women at the University of North Carolina, and presides with gracious charm over student life in Spencer Hall, the residence hall for women students. For several years, a number of N. C. College alumnae have lived there, doing graduate work in the University. Mrs. Stacy had a niece, Carolina May, to graduate at the college with the Class of 1929.

Rosa Lee Dixon teaches algebra in the Hickory High School. She says her work is most interesting, and she wishes we could all see their beautiful new high school building. Her best wishes are always with alma mater.

Margaret Call Thompson (Mrs. J. H.) still lives in North Wilkesboro.

Janet Crump Gray (Mrs. E. P.) lives in Winston-Salem. She has two daughters—Janet, aged thirteen, who is a sophomore in high school, and Caroline, aged eight, who is in the fourth grade.

Mabel Howell Reynolds (Mrs. R. H.) lives at 312 Forest Road, Raleigh.

For a number of years Mary Robinson has been superintendent of public welfare in Anson

County. We think it is high time she was coming to the college for a visit to her many friends there.

CLASS OF 1908*Edna Foney, Secretary*

Mary Fitzgerald is teaching sixth grade in the training school at the college. She and her sister Ruth have an attractive brick cottage on Aycock Street near the campus.

Ethel Kelly is rural supervisor in Caldwell County, with headquarters at Lenoir. She says that she is "digging" day after day, trying to get children to read better, be healthier, happier, and more dependable. She is also pushing Parent-Teacher work this year as never before.

Bright Ogburn Hoyle (Mrs. J. L.) has a daughter, Caldwell, at N. C. College. She also has a child in the second, third, seventh, and tenth grades, in Charlotte, and for that reason says she is "teaching" in each of these grades. Bright also keeps the books for her husband's firm; and all told is leading such a busy life that she often wishes she had been born twins or even triplets! Bright is the chairman of the Mecklenburg County Alumnae Association.

Martha Petty Hannah spent last summer studying at Columbia University.

Dora May Snipes Mozingo (Mrs. R. C.) writes from Bryson City where she is teaching this year. Her oldest daughter, Margaret, graduated last May from the high school in Selma, and her oldest son, from the seventh grade. They are both in school this year at Less-McRae Junior College, Banner Elk. Two other daughters and one son are with her in Bryson City. Dora says they are all enjoying their first year in the mountains.

CLASS OF 1909*Mary Mitchell Sellars, President*

Kate Jeffreys Carmichael is studying again at the University of North Carolina, doing her major work in English. She is keeping house in a small apartment and has with her the two children, Katherine and Annie Jeffreys. We think it is getting about time for them all to come to the college for a visit.

Linda Shuford McIntosh (Mrs. C. E.) has been full-time extension worker this year at the University of North Carolina.

CLASS OF 1910*Katie Kime, Secretary*

Lula Dixon Meroney (Mrs. W. H.) lives near Greensboro and is teaching in the Sumner school. Her two oldest children, Raymond and Martha will graduate from high school this year, and Martha will enter North Carolina College in the fall of 1930. Martha won a

prize of five dollars last year for the best written account of a trip to Raleigh. David, a second son, won a prize of seventy-five dollars for a one-hundred-word composition. Both won medals, and both went to Chapel Hill as debaters in the state triangular debate.

Jane Summerell spoke at the February meeting of the literature department of the Greensboro Woman's Club, using as her subject contemporary American novelists. Placing Edith Wharton first in rank, she called the roll of the more eminent men and women who are writing the American novel of today, giving terse and illuminating comment about their lives and books. Many questions were evoked by the speaker from her audience.

Margaret John Holland (Mrs. N. T.) is living now in Durham, having moved there from Smithfield. She has two daughters in school—Margaret in Junior High, and Louise in third grade; John is at home.

Clara Lambe Craven (Mrs. E. B.) lives at Snow Hill, where her husband is pastor of the Methodist church.

Mary Griffin Scarborough is doing teacher training work in Carteret County, with headquarters at Atlantic. She is also working out an experimental study in reading in this county. Her thesis for her M.A. degree, which she is taking from Peabody, is based on this very interesting piece of work.

CLASS OF 1911

Pearl Holloway Cooley is living at Wagram. She says she has recently renewed her teacher's certificate.

Catherine Jones Pierce, teacher in the library school at the college, spoke at the January meeting of the Greensboro Council of Jewish Women, her subject being "Family Reading." Catherine plans to return to Columbia in the summer to study again.

CLASS OF 1912

Dora Coates is still thoroughly enjoying her work as critic teacher of the first grade in East Carolina Teachers College. Dora says that for the first time in her life she spent last summer loafing, and as a result, nobody can now say she is thin!

Mary K. Brown is secretary to Dr. D. D. Carroll, dean of the School of Commerce at the University of North Carolina. This is her fifth year there. Dr. Carroll's wife is Eleanor Elliott, '07.

Clyde Field is principal of the elementary school at Statesville. She was among those of our alumnae who attended summer session at the college last year.

Alice Whitson Epperson (Mrs. W. P.) received her degree in law from the University

of Dayton, Ohio, last June, and was admitted to the Ohio bar in August.

CLASS OF 1913

Verta Idol Coe, President

Ivey Paylor is spending her fourth year as principal of the Johnson Street school in High Point. Last summer she studied at Columbia University.

Christine Rutledge Rickert (Mrs. R. M.) is head of the department of home economics, Mitchell College, and also dietitian for the college. In addition she gives a course in dietetics at Long's Sanatorium. Christine studied at the college last summer. She had an apartment near the campus, and brought the two children with her. They went to summer school at the Training School. Christine is a member of the Eclectic Club in Statesville, and was hostess to it at the March meeting. A paper on outstanding features of South American life was read, followed by a discussion of certain current topics. Refreshments in two courses were also served.

Pattie Spurgeon Warren writes of the pleasure it is to have Gretchen Taylor Hobbs live in Chapel Hill. Gretchen has two splendid looking boys. Pattie has a darling little girl.

CLASS OF 1914

Iris Holt McEwen, President

Louise Alexander says she isn't married—"yet," nor teaching school, but that she is trying to get people to see why life insurance is good for them. She represents the Volunteer State Life Insurance Company.

Coline Austin writes that she hasn't any "news," but enjoys all the more news from other classmates.

Ruth Hampton Shuping's husband, C. Leroy Shuping, is manager of the campaign for J. W. Bailey, candidate for United States Senate, with headquarters in Raleigh. For the second year Ruth is the busy chairman of the Spring Street Parent-Teacher Association.

Agnes Warren Stephens (Mrs. L. C.) lives near Dunn, where she is making a charming home for the "Stephens three." The one child, a boy of eight, is making an excellent record in school.

Fannie Starr Mitchell is the new chairman of the program committee of the Altrusa Club, Greensboro.

Margaret Smith Davis (Mrs. Junius) writes that her house in Edenton has recently been rebuilt. The place is very old, dating around 1800. The original lines of the house were retained, as well as the old chimneys and the interior woodwork.

Bessie Terry has completed work for her A.B. degree at the college. She is principal of the

grammar school in Rockingham. Kate Finley, '05, is principal of the high school.

Alice Robbins is still teaching the budding mathematicians in the Lenoir High School. Irene holds sway in the history department.

Fan Robertson (Mrs. Paul) says that time passes most delightfully for her while keeping house, taking care of her adorable little daughter, four years old, and doing what she can for church and community organizations.

Louise Jones is teaching literature in the Morehead school, Durham.

Mary Green Matthews (Mrs. Shuford) is teacher of the social sciences in the High Point Junior High School. She was in an automobile accident in the late summer, receiving several severe cuts. Mary studied at the college during the 1929 summer session and is planning to return to other sessions in order to renew her degree.

Pauline White Miller (Mrs. H. S.) and her young son, Stanley, Jr., spent May and June last year in Washington City, visiting Pauline's sister, Grace Lee White. Then with Colonel Miller, Pauline and the son motored to Northern Minnesota, where they spent six weeks on White Iron Lake before returning to Fort Leavenworth. Pauline is this year president of the Fort Leavenworth Chapel Guild, and chairman of the house committee of the woman's club. She is also playing a good deal of golf. Sarah Michaux Arthur (Mrs. Joseph), who was a student at the college contemporaneously with Pauline, lives across the street from her.

CLASS OF 1915

Katherine A. Erwin, President

Gladys Avery Tillett is the new chairman of the social hygiene committee of the North Carolina League of Women Voters. The program of the committee this year centers around working for a jail matron in every jail where women are held.

Julia Bryan Futrell (Mrs. Archie) spent two weeks at Roaring Gap last summer, and had a "peep" at the college as she went by. She also spent a week at Virginia Beach. Julia teaches mathematics in the Nashville High School, and conducted the class in the subject during the Nashville summer school last year.

Edith Haight is now director of the department of physical education for women in the University of Wyoming, at Laramie.

Bessie Wright Ragland has returned to the schoolroom since the death of her husband last May. She is teaching fourth grade in Salisbury.

CLASS OF 1916

Annie Beam Funderburk, Secretary

Jessie Groome Phillips (Mrs. J. W.) is the wife of a physician and lives in Winston-Salem.

She says her main job is taking care of two very live youngsters. Jessie is active in church work, the woman's club, parent-teacher association, and other organizations. She did substitute teaching part of the time last year, and hopes to return to the schoolroom when the children are older.

Alberta Monroe writes that she and Hallie Beavers "did the mountains" last summer and had a most enjoyable time. Beautiful Lake Junaluska and Asheville were two places in which they stopped longest.

Genevieve P. Moore is still managing her bookstore in High Point. She had a pleasant vacation at Black Mountain last summer. She recently took part in a musical program given by the musical art club at the High Point Country Club. The last part of the program included community singing of the old plantation songs.

Annie Spainhour Walker (Mrs. Ernest) says she hasn't "done a thing" except the usual routine of housekeeping and looking after her two little girls, Ann, aged seven, and Susan, aged four.

Frances Summerell writes from Youngstown, Ohio, where she is doing interesting work as companion for two little girls. Their father is vice-president of the Sharon Steel Company, of Youngstown. "Quite a change," says Frances, "from teaching bugs and worms to boys at Winston-Salem!"

Clare Henley Atkisson (Mrs. Carroll) is state chairman of pages for the North Carolina Daughters of the American Revolution, and in that capacity was general hostess to the eighty young women who registered as pages during the annual meeting of the D. A. R.'s held in Greensboro during February. Among the social activities planned for the pages was a ball at the King Cotton.

CLASS OF 1917

Ann Daniel Boyd, Secretary

Lillian Hope Watson Kittell (Mrs. J. E.) bids fair to circle the globe! For some time she worked in Norfolk Va. Later, she spent several years in Tampa as employment supervisor for the Western Union; now she is living in Los Angeles, Calif. We hope that the cycle of her wanderings will bring her again to the east and to the college!

Bess Whitson writes from Ancon, Canal Zone, where she is a teacher in the second grade.

Ruth Blythe Wolfe (Mrs. H. F.) lives in Charlotte. She has a little girl, Betty, two and a half.

Dorothy Hunt Merritt (Mrs. E. S.) has been much occupied these last few months with the building of her new home in Hickory. The family moved into it last fall, and are thoroughly enjoying being in their own home again.

Etta Schiffman is teaching fourth grade in the White Oak school, Greensboro.

Euline Smith writes about the really extraordinary trip she had last May through Diamond Mountains—one of the beauty spots in Korea. To go there, one has to hike. The scenery is lovely, and the natives tell many tales and legends in connection with that part of the country. She spent several nights in a Buddhist temple, where she and her party were given the best of attention. Euline's first journey through these mountains was made in connection with her work, but she enjoyed it so much that she went back to the mountains later for part of her vacation.

At the January meeting of the Tuesday Study Club, Maggie Staton Howell Yates (Mrs. Henry) read a paper on the life of Frances Hodgson Burnett, as set forth in the "Romantic Lady." Maggie Staton is also a very active member of the Greensboro Junior League.

CLASS OF 1918

Susan Green Finch, Secretary

Pauline Benton is a member of the faculty of John Marshall High School, Richmond. Her subject is history.

Daisy Boyd teaches fourth grade in Waynesville, her home town.

Bessie Brandt Brown Denny (Mrs. E. B.) has three children, Emery B., Jr., aged five and a half, Betty Brown, four, and Sarah Catherine, a year and a half.

Esther Clapp Jones (Mrs. J. H.) taught home economics for two years after her graduation, then married, and now is combining actual homemaking with the teaching of the subject. She is in charge of home economics in the Red Oak High School.

Inabelle Coleman is this year doing editorial work for three Baptist magazines, several newspapers, and is also engaged in field work for the Baptist Sunday School Board, at Nashville, Tenn. Her address is Martinique Apartment, 142 N. Mendenhall Street, Greensboro. After teaching for several years in the Greensboro High School, Inabelle was in charge of young people's work in the First Baptist Church, Greensboro, previous to taking up her new duties this last fall.

Bertie Craig Smith (Mrs. P. A.) is living now in Rock Hill, South Carolina, she and her husband having moved there from Texas.

Lizzie Dalton King (Mrs. H. H.) is the chairman of the Roanoke Rapids-Rosemary Alumnae Club. Betsy Anne, her little daughter, is in school this year for the first time. Last summer Lizzie had a lovely automobile trip through the Shenandoah Valley, visiting Washington, Mt. Vernon, Staunton, and other places of interest to the traveller.

Alta Dewar is teaching English in the High School at Fuquay Springs, where she lives.

Lula Disosway says that her medical work in St. Elizabeth's Hospital, Shanghai, grows more interesting each day. She is planning to be home in June, 1930, on her first furlough, and hopes to be at the college for Founder's Day.

Mary Dosier is keeping house for her mother at 9 Springdale Court, Greensboro. She teaches history in the senior high school, Greensboro.

Marguerite Galloway studied social service in New York last winter, and this year is connected with the child welfare department of Westchester County, New York, with headquarters at Ossining.

Naomi Neal Giles (Mrs. I. V.) is now living at 2009 N. Talbott Street, Indianapolis, Ind.

Bess Parham Becker (Mrs. S. W.) and her family have moved within recent months to Homewood, a suburb of Chicago, for the sake of more space for the children. Bess accompanied her husband, who is a physician, to the meeting of the American Medical Association held last July in Portland, Oregon. She is interested in the Settlement League at the University of Chicago, and is a member of the dramatic club. Her sisters, Macy, '19, and Katherine, spent part of last summer visiting her.

CLASS OF 1919

Marjorie Craig, President

Bessie Boyd travelled in Europe last summer, in company with her sister, Daisy, Margaret Hayes, and Ruby Sisk Gouge. Bessie is teaching French and English in the Waynesville High School.

Lucy Gay Cooke says she is still cataloging books in the library of Duke University.

Lucy Forlaw Daniels (Mrs. A. W.) lives in Charlotte. She had Annie Cherry, president of the North Carolina Education Association, as her guest during the district meeting of the association held in Charlotte last fall.

Ida Gordner is this year teacher of English in the Hugh Morson High School, Raleigh, and is also doing activity work in the seventh grade. She was recently elected president of the Council of English Teachers of North Carolina.

Lucy Cherry Crisp, hostess at the Church of the Covenant, Greensboro, had an interesting feature article in a January issue of the Greensboro Daily News on "Evangelism in the Home." The opening paragraph gives a general idea of the whole content: "The idea of a campaign waged with banners and badges and mass-meeting speeches is practically inconceivable to the present-day public mind. Yet during the past week in the city of Greensboro, such a campaign has been carried on—one that bids fair to leave its mark upon National forces

that have much to do with the trend of any city's life."

Mary Gaston Hoover (Mrs. F. H.) is teaching seventh grade in Lenoir, where she is at home.

Janet Harris is a member of the faculty of the girls high school in Atlanta, teaching French. She says it seems strange to be in a school where there are no other N. C. College girls, and no men except the janitor! However, she is enjoying the work and the many social courtesies which have been extended to her since going to the city. She wishes other N. C. College graduates would join her! Janet was the speaker at one of the spring meetings of the Atlanta Alumnae Club.

Mary Howell Lowry (Mrs. Wade) lives in Ashland, Ky. She is a member of the Twentieth Century Club, a study group.

Hilda Loftin Hudson (Mrs. R. A.) has two boys in school, and two little daughters at home. "A busy mother and homemaker," she describes herself, not to mention church and parent-teacher association work. The family lives on a farm near Waxhaw, but Hilda's husband works in town.

Ione Mebane Mann (Mrs. G. W.), together with her sister, Elizabeth Mebane Reese, '27, was among those who attended the Seminar last fall.

Millie Pearson says, "There's nothing new to write about—I'm back in Florida, teaching Latin and English in the Avon Park High School, and still enjoying the place and the job!"

Kathleen Strickler Evans (Mrs. C. F.) says that for the first year since she graduated from college she did not teach last year.

Adelaide Van Noppen Howard (Mrs. George) wrote last fall that she was so busy housecleaning and helping with the local Y. W. C. A. campaign, that she could not even think of anything interesting to say!

Fances Vaughn Wilson was ill last summer, but is much better now. She is at Salemburg this year.

CLASS OF 1920

Marjorie Mendenhall, Secretary

Sybil Barrington Corbett (Mrs. Marion) lives at Whitakers, and teaches English in the Tarboro high school, ten miles away. She is chairman of the recently organized alumnae association of Edgecombe County.

Julia Cherry Spruill (Mrs. C. P.) is spending her second year in Cambridge, Mass., doing research work under a fellowship from the University of North Carolina on the subject, "Changing Attitudes Toward Women in the South." Dr. Spruill, her husband, is both studying and teaching in Harvard University.

Alleine B. Hicks is in New York City, 125 West 16th Street. Miss Alleine Minor, her

aunt, is on leave of absence from the college, and is studying piano in New York with Frank La Forge.

Laura Howard is home demonstration agent in Rutherford County, with headquarters in Rutherfordton.

Marie Kendall Rhyne (Mrs. T. S.), Charlotte, has a first daughter, Eugenia Marie, born last September. There is another child, a son, Thomas S. Rhyne, Jr.

Mary Bynum Paris teaches history and sociology in the senior high school, Greensboro. The city has a beautiful new high school building this year, located in the western part of town.

We are glad to hear from Lutie Stephenson at Elm City, where she is teaching Latin and French in the high school.

Carrie Tabor Stevens (Mrs. C. E.) has a little daughter, Blanche, in school for the first time this year. Carrie says she has already taken her first steps toward North Carolina College! The second child, a son, Clarence, Jr., is four and a half, and Baby Rachel Carolyn is a year old. Carrie says, "From all I am writing about the children, you will know what my most important news is now."

CLASS OF 1921

Reid Parker Ellis, Secretary

Elizabeth Black is again supervisor of rural schools in Cabarrus County, and lives at home in Concord.

Mary Blair spent last summer as councilor at a camp in Maine. About sixty girls were in attendance, with fifteen councilors, all a congenial sort. Dramatics, singing, and woodcraft were all a part of her job. Next summer woodcraft is to be her specialty. "Our authority on the subject is, of course, Dr. Kephart's brother."

The friends of Lula Martin McIver Scott (Mrs. James L.) were glad when she and her husband returned to Greensboro to live, after having spent some time in Savannah. A number of charming social events planned in her honor welcomed her back into the social and civic life of the city.

Lena Kernodle McDuffie (Mrs. Roger) is the new president of the Greensboro Garden Club.

Annie Cummings Lassiter (Mrs. L. I.) says that her two-year-old son, her thirty-six first-graders, and her household duties—to say nothing of a most important husband, make her days very full and very happy.

Eva Hodges wrote that her sister, Evelyn, now Mrs. John B. Glenn, and the family, have recently moved out of the city of New York to Scarsdale, one of the suburbs, where they have bought a home.

Kathleen Huntley Marsh (Mrs. P. P.) writes that her "most interesting item of news" is

the fact that she possesses an adorable daughter, Elizabeth Rose, now a year and a half old.

Gladys Newman is teaching piano in Spring Hope.

Maude Pierce Ingold (Mrs. W. L.) is teaching sixth grade at Mineral Springs. She has a little son, Winifred Lee, Jr., three years old, who stays at home with a nurse while his mother teaches school.

Vera Ward Peacock (Mrs. E. E.) has a second son, Alvin Ward, born June 17, 1929, at Chapel Hill.

Gladys Wells Ringer (Mrs. W. R.) says that she and her family are living now in their own home, and thereby find life much more pleasant. The four-year-old daughter is in kindergarten.

CLASS OF 1922

Murriel Barnes Erwin, Secretary

Clara Brawley is teaching English in the Proximity High School, Greensboro. She and Velma Beam room at the same place.

Anne Bridges is teaching first grade in Nashville.

Mary John studied at Columbia University last summer. She is this year teaching fifth grade in Raleigh.

Vera Keech is doing splendid work as supervisor of elementary schools in Perquimans County, with headquarters at Hertford, having gone there from a similar position in Jones County. She was a visitor in the alumnae office during the spring, while spending the week-end with Clara Brawley.

Pauline Lucas heads the work in English in the Plymouth High School.

Branson Price Daniel (Mrs. Robt. S.) is doing secretarial work at the Institute of Women's Professional Relations located at the college.

Elizabeth McCracken Croy (Mrs. O. E.) is living now at Hayes, Clay County. Her husband is a Methodist minister and was sent to this charge last fall. They both enjoy their new field of work, with its many demands and opportunities.

Frances Singleton Lassing (Mrs. H. C.) lived in Pilot Mountain last summer and fall. Her husband is an engineer and in that capacity the little family has much opportunity for "seeing North Carolina." Frances is giving her five-year-old son a course in kindergarten which she got from the Calvert School. She says that both enjoy it.

Rosa Lee Watts is teaching public school music in Stony Point. Her home is in Statesville.

Josephine Weaver Daughety (Mrs. B. Frank) is teaching seventh grade in Pink Hill, where she lives.

Sarah Katherine Smith is working in the office of the superintendent of schools of Scotland County, with headquarters at Laurinburg.

Murriel Barnes Erwin (Mrs. Chas. C.) was elected president of the State Home Economics Association at the annual meeting held at the college during February. Murriel is this year teaching home economics in the high school at Rutherfordton, her new home.

CLASS OF 1923

Mary Sue Beam Fonville, Secretary

Mary Norflect Blair is teaching first grade in Concord this year.

Beulah Brake enjoyed a visit to New York last summer. She said this was her first experience there, and she made the most of it. Mary is teaching methods this year in the Benson High School.

Martha Calvert is in charge of public school music in Burlington schools.

Gertrude Durham is teacher of social science in the high school of Knoxville, Tenn.

Katherine Gaston is now in Bryan, Texas, where she is a teacher of history in the high school.

Eugenia Gay is teaching piano in the Cary High School.

Elma Harper has the French classes in the Pollocksville High School.

Mary Herring is enjoying her fourth year as teacher of history in the Cherokee Indian Normal School, Pembroke.

Virginia Dare Holleman is again in Durham in charge of nature study in grades one to six.

Anna Claire Johnson continues her work as laboratory technician for the Wake County Health Department, Raleigh.

Florence Kirkman Hickson (Mrs. Wm.) is living now in Washington City, where her husband is an accountant. Her address is 1620 R. Street, N. W.

Alna Kiser is teaching history in the high school at Bessemer City, her home.

Ann Little Massemore continues to hold sway over the hearts of the first-graders in Gastonia. She says she has a whole room full of "new babies!"

Bynum Maynard Warren (Mrs. V. L.) is principal of the high school at Prospect Hill, now an accredited school. In addition, she teaches mathematics. Last summer Bynum studied at Chapel Hill, working on her master's degree.

Esther Moody is dietitian for the Greenville City Hospital in South Carolina.

Ida Belle Moore is one of the methods teachers in the new Greensboro High School.

Ida Cardwell has been "lady of leisure" this year, but is planning to teach special ge-

ography again next year. During the fall and winter she spent two months travelling in the western part of the United States, visiting among other places Seattle and Vancouver. She also went across to Honolulu, and after her return went to Newark for a visit with her brother, who is a physician there.

CLASS OF 1924

Cleo Mitchell, Secretary

Lois Barnette Taylor (Mrs. Clyde) lives near the college in Greensboro. Her husband is one of the officials in the North Carolina Bank and Trust Company.

Jimmie Blanchard has a sister, Alma, who is a member of the senior class at the college.

Elizabeth Boyd is teaching second grade in the Myers Park School, Charlotte.

Rena Cole is a member of the faculty of the senior high school, Greensboro, teaching English.

Carolina Rankin entertained at bridge in honor of her sister, Alice, who visited her in Sanford during January. A double deck of cards was presented to the honor guest. Other attractive prizes were also given. Favors were dainty lavender baskets filled with green mints.

Julia Ross Lambert (Mrs. W. L.) is a member of the Friday Afternoon Book Club in Asheboro. At the January meeting, she was hostess to the members in her home on Sunset Avenue. "Burma" was the subject of the talk for the afternoon. A course supper was served afterwards.

Mary Grier Egerton (Mrs. Lawrence) is teaching this semester in the training school at the college, taking the place of one of the supervisors on leave of absence. Mary and her husband live on Rankin Street, not far from the campus.

Martha Hamilton, who received her M.A. degree from Columbia University in June, 1928, is teacher of history in Converse College, Spartanburg.

Sara Hamilton is spending her second year as teacher of Bible and moral science in Oklahoma Presbyterian College, Durant, Oklahoma. She says that about half of the girls are Indian or part Indian and that they are very interesting personalities to her. Several Spanish girls are also among the student body. We deeply sympathize with Martha and Sarah in the great loss which came to them in the death of their father last August.

Olena Hayes writes that she and her two sisters, both N. C. College girls, have built a home for themselves in Lenoir, and have been living in it for two years, in great contentment. They work hard at their professions, but "the house" is their hobby. Olena says their parents live with them in winter, and their young brother, a student at Culver Mili-

tary Academy, in the summer. "We think life very wonderful," concludes Olena.

Blanche Hedgecock Owen (Mrs. B. H.) teaches history in the new Greensboro High School. The new plant is wonderfully planned and equipped, and Blanche is delighted with her work there. She and her husband have been in their new home for more than a year, but still find many things yet to be done!

Bessie Hedgepeth is teacher of history in the Junior high school, North Wilkesboro.

Alta Herring has the fourth grade in Chadbourn.

Catherine Hollister Morrison (Mrs. S. E.) is living in Gastonia where she taught previous to her marriage.

Ruth Humbert is Mrs. George L. Bennett, and lives in Ansonville.

Faith Johnson Bunn (Mrs. P. G.) is the chairman of the recently organized alumnae association at Kinston.

Vora May Ladd Gamble (Mrs. C. Bascom) says that her chief interest right now is home-making in general—cooking, cleaning, laundering, sewing, canning, preserving, now and then helping with the chickens (they have about six hundred) and the garden, and taking care of her husband, and the baby, now over two.

Beulah McKenzie is teaching mathematics in Gastonia.

Bertha McRorie Dalton (Mrs. John W.) and her husband had a thoroughly delightful motor trip through the Shenandoah Valley last summer, visiting particularly Washington, Baltimore, and New York. On their return they stopped at the college, and were pleased with the new buildings, especially the auditorium.

Cleo Mitchell spent last summer travelling in the Southwest. She went through Tennessee and Arkansas and spent five weeks in the state of Texas, touring and visiting.

Sudie Mitchell Gillespie (Mrs. Charles L.) and her husband moved into the Baptist parsonage at Creedmoor last November. Sudie says she is for the first time having real domestic pleasure.

Elizabeth Naylor has the history in the high school and the seventh grade at Mocksville. Last summer she joined a party which went by bus through Shenandoah Valley to Niagara Falls, Toronto, New York, Atlantic City, and Washington.

Nell Stewart is teacher of mathematics and Latin in the junior high school, Greensboro.

Olive Webb has a sister, Edith, who is one of the brilliant members of the Senior Class. Olive is assistant registrar at State College.

Loula Clyde Woody is director of adult recreation for the playground athletic league of Baltimore. Among the "adult activities," they take care of recreation programs for Parent-Teacher Associations. They also have

mothers' clubs in all parts of the city, boys' and girls' clubs, community dances, drama clubs, and almost any recreational activity desired by any one over twelve years old.

Argent Quinerly Smith (Mrs. Emory) has a son, Millard Randolph, nine months old, so large and fat that Argent says people can hardly believe he belongs to her! The county nurse calls him a "specimen of health." Argent says she is putting into practice what she learned at the college about child care, and that consequently, considering the "live wire" she is dealing with, she never lacks for something to do! Her husband is manager of the Currituck Mutual Exchange. They are spending the second spring in their new six-room bungalow. "If you could only have seen the lot when it was purchased—nothing but a cornfield, and see it now, well—you know that we have been at work. My husband and I are both enthusiastic about trees, a green lawn, and flowers."

CLASS OF 1925

Polly Duffy Baker, President

Mae Graham, Secretary

Jessie Harper Brown has the fourth grade in Lilesville.

Lois Burt Burkheimer (Mrs. G. J.) is a teacher of public school music in Wilmington.

Helen Clayton teaches foods and clothing in the Winston-Salem High School.

Mattie Erma Edwards is spending her second year as teacher of political science in Vassar College.

Clara Foscoe has sixth grade work in Dover.

Mae Graham is doing library work in the High Point High School.

Laura Hall is teacher of the fifth grade in Crossnore.

Susie Hargett Cobb (Mrs. James L.) has the seventh grade at Conetoe.

Esther Howard has second grade work in Lenoir.

Nancy Johnston Hatchett (Mrs. E. W.) teaches three subjects in the East Durham High School—Latin, English, and mathematics.

Clara Kale attended Winthrop summer school in 1929, and is teaching third grade at her home, Mt. Holly.

Lorena Kelly studied at the University of Chicago last summer, doing graduate work in the school of social service. She lived in an Italian and Polish settlement at the Chicago Commons. Lorena is girls' work secretary at Centenary Church, Winston-Salem.

Mary Latham writes from Asheville, where she teaches first grade work.

Beatrice McCracken is studying in the Carnegie Library School, Atlanta, together with several other N. C. College girls.

Harriet McDonald "saw the West" during the summer of 1929, stopping in California to attend the summer session at the University. She came home by way of the Canadian Rockies. Harriet is teaching fourth grade in the Forest Hills School, Wilmington.

Margaret McKenzie attended the University of California last summer, after having traveled with a party through the southern part of the United States and Mexico. She returned by way of Yellowstone Park, Pikes's Peak, and Chicago.

Ruth Mason is teaching history in the Greensboro High School.

Mary Lee Miller Windsor (Mrs. H. G.) is teaching French and Spanish in the Camden High School.

Myrtle Scholl says she enjoys her work very much in the Mt. Airy High School, and that not the least enjoyable part of it is the opportunity to see many N. C. College alumnae who teach in that section.

Katie Seals teaches French and general science in the high school at St. Paul's.

Gertrude Shepard has wandered to Petersburg, Va., where she teaches mathematics in the high school.

Margaret Smith Wylie (Mrs. J. H.) lives at Liberty, her home, and teaches in the grades.

Elizabeth Strickland is teaching piano again in High Point, and still enjoys doing it.

Maxine Taylor was another alumna who took a trip through the West last summer, stopping for the summer session at Berkeley. She is very enthusiastic about her summer.

Margaret Thornton Trogdon (Mrs. Paul) is spending this winter with her brother, in Yokohama, Japan. For the past two years she has taught public school music in Proximity, Revolution, and White Oak Mills, Greensboro. She expects to return to Greensboro this summer.

Eunice Williams is again teaching English and French in the South River High School. Wade, but she lives at her home in Fayetteville, driving to her work. She is having a big year with her basketball team.

Lillian Williams is in Danville, teaching high school English and history.

Kate Wilson is teaching this year at Newton, her home. She says she has well trained students, and small classes, and those two conditions make the teaching of science much more satisfactory.

CLASS OF 1926

Georgia Kirkpatrick, President

Harriet Brown, Secretary

Blanche Boyd Smith (Mrs. Houston) is this year teaching history and French in the Washington high school.

Tallu Crumley has the work in history and French in the Bethel high school at Cabarrus.

Mary Moore Deaton is another physical education teacher who spent last summer as a game counselor, assisting with swimming. She was at Camp Mudjekeewis, in Maine. Mary Moore has physical education work in the grammar grades, Durham.

Willie Dellinger Beach (Mrs. F. G.) is teaching home economics in the eighth and ninth grades in Cherryville.

Eva Lind Eure McKenzie (Mrs. W. E.) is teaching home economics the fourth year in the Candor High School. She is also keeping house. Eva Lind says that since her marriage a year ago she is finding many thrills in practising what she preaches!

May Fields does fifth grade work in a consolidated school near Greensboro.

Ora Finch teaches home economics in the Franklinton High School.

Sara Franklin Brisker (Mrs. Louis) spent her honeymoon in New York last summer, and also visited the Catskill Mountains and Atlantic City. She is teaching domestic art in the elementary grades in Washington City.

Mary E. Gary has fourth grade work in Franklinville, N. J.

Sarah Lee Goode is teaching sixth grade in Blacksburg, S. C.

Ellen Baldwin Taylor (Mrs. W. L.) says the best part about living on a farm is fried chicken! And then, too, the Alumnae News comes along every now and then to add to the general cheer!

Margaret Halyburton is the sixth grade teacher in Canton.

Sallie I. Harrington is teacher of high school history in Hallsboro.

Frances Harrison is teaching this year in Greensboro, her home town—the second grade.

Louise Hayward enjoyed a boat trip to New York and West Point last summer. This winter she has been teaching French and English in the Norlina High School.

Syrena High visited the west coast last summer, going with a touring party. She is teaching grade 2A in Kinston.

Marie Jones has her M.A. degree from the University of Illinois. Last summer she taught at the college. This winter she is teacher of biology in Mountain Park Institute.

Pearl Keller is teaching retarded pupils in the third and fourth grades, Whitel.

Charly King has third grade work in Creedmoor.

Inah Kirkman did graduate work for twelve weeks at the college last summer, and is again at Davenport College, teaching home economics. She loves western North Carolina and enjoys her work there.

May Kluttz is teaching art for the fourth year in the grammar grades, Winston-Salem.

Last summer Ruby May and her sister Margaret spent their vacation visiting in Washington and New York. Ruby is teaching French and English in the high school at Newell.

Loreta Mooney is teaching her fourth year at the Oakhurst high school, near Charlotte, doing fifth grade work. She is secretary of the parent-teacher association.

Lucile Moore is teaching a first grade in the Durham schools.

Winnie Moore has general science and biology in the Mocksville high school.

Leta Warren teaches first grade in a consolidated school near Goldsboro.

Fannie White is doing sixth grade work in Bryson City.

Mary Wood Wolfe had a wonderful summer abroad. She studied at the Sorbonne during the summer session, and afterwards went to England, Holland, Belgium, Germany, Switzerland. Returning to France, she had a motor trip through Normandy and Brittany. Mary saw Sue Ervin in Paris, where she was working at the American Hospital during the summer, on vacation from her teaching in Constantinople.

Nellie Irvin played the part of the beautiful but wicked queen in the fairy play, "Snow White and the Seven Dwarfs," presented by the Junior League at the National Theatre in Greensboro, as a Saturday morning offering, the middle of February. Kate Hall, '26, had charge of rehearsals. A packed house of children and their elders enjoyed the performance.

CLASS OF 1927

Susan Borden, President

Katherine Tighe, Vice President

Temple Williams, Secretary

Blanche Armfield, who received her M.A. from the University of North Carolina in 1928, is doing graduate work in English at Chicago University during the winter and spring quarters.

Glady's Bullock is teacher of mathematics in the Bahama High School.

Viola Cowan made a northern tour last summer, stopping for a few days at the most important cities. She is teaching first grade at Rutherfordton.

Madeline Copeland has seventh grade work in Yanceyville.

Daisy Jane Cuthbertson was on the campus for both summer sessions last year. She says it was a perfect joy to live in New Guilford during the last half and have charge of the twin buildings under the direction of Miss Jamison. Daisy Jane is doing special work in the D. H. Hill school in Charlotte.

Minnie Deans spent a month in the mountains of Western North Carolina last summer,

staying the greater part of the time in Asheville. She has third grade at Black Creek.

Katherine Didosway has been doing private duty nursing this winter.

Daphne Doster is teaching piano in the high school at King's Mountain.

Helen Dry teaches home economics in Jack-sonville High School.

Ola Fleming was counselor at Gracemont Camp, Hendersonville, last summer. This year she is teaching English at China Grove High School.

Vernelle Fuller is teacher of French and English, Ansonville High School.

Eba Gatling is teaching home economics her third year at Rich Square. She has very good equipment and an appreciative group of people to work with. Last fall her class put on a community booth at the fair, "An Ideal Kitchen" being the subject of the project.

Elizabeth Gibbs spent her vacation with a touring party, sightseeing in the northern part of the United States. She is teaching French in the Winston-Salem High School. Clara Gill taught for two years in Southport, but is this year teaching Freshman English and civics in Asheboro.

Irene Gordon is teacher of the second grade in Roanoke Rapids. This is her third year there.

Eleanor Grogan is teaching departmental work in the grammar grades at Huntersville.

Norma Lee Gurganus is teacher of English and French in the Clinton High School.

Martha G. Hall has a position with the Goucher College Library in Baltimore.

Clyde Z. Halsey is teacher of English in the Piney Creek high school.

Margaret Herring spent her vacation in New York, visiting friends, enjoying the shows, and seeing places of interest. She was supervisor of the dormitories at the college during the second summer session, while Mrs. Boyd was on vacation. She is teaching home economics and science in the high school at Warrenton.

Modena Howard Baucum (Mrs. H. H.) is teacher of general science and biology in the Monroe high school.

Flora Jerome Holt (Mrs. W. P., Jr.) is keeping house this year. She lives in Erwin.

Wilsie Jobe Maness (Mrs. E. F.) lives in Greensboro, but is teaching fourth grade in the McLeansville school. Since her marriage, her husband has been made a member of the sales force of his company, and is away much of the time, so Wilsie naturally turned to teaching again.

Sally Johnson McClamma (Mrs. S. H.), who lives in Lakeland, Florida, spent six weeks in North Carolina last summer, and came to the college with her sister who entered as a Freshman. Sally says, "To me it's the most beauti-

ful campus and the grandest college anywhere."

Grace Johnston has divided her time this year between staying at home in Gastonia, and visiting in Florida.

Julia Johnston is teaching public school music in the grades, one through six, Salisbury.

Minnie Jones is employed by Charlotte and Mecklenburg County as probation officer of the Domestic Relations and Juvenile Court. She finds the work both varied and interesting.

Madeline Kellum is teacher of biology in the New Hanover High School, Wilmington.

Sue Koon is spending her third year as teacher of home economics in Henrietta.

Helen Land says she is still "variety man" for the Raleigh Times, doing everything from editorials to obituaries, sob stuff, and what have you! She sends love to all '27's and alma mater.

Pauline Lentz is teaching home economics in the Oakhurst High School, near Charlotte.

Verna Lentz is teaching music at the Mount Pleasant High School, in her home community.

Marianna Long is beginning her second year as cataloger in the Duke University library.

Georgia McCaskill has fourth grade work in Fayetteville.

Frances McClain is teaching English and French in Rutherfordton.

Sis McDuffie (Mrs. Alton Keith) has a red-headed girl about a year old whom they nick-named "Polly," but whom most people call "Little Sis." Sis says she is planning to send her to N. C. College soon!

Annie McIntyre Douglas (Mrs. S. P.) lives near the college in Greensboro.

Julia McNairy has first grade work in Statesville.

Elizabeth Mebane (Mrs. Earl Reese) was among those who attended the fall seminar at the college.

Annie Davis Melvin is teaching public school music in Lenoir. She attended Columbia University last summer.

Lloyd Merrimon is again teaching piano in the Salisbury system.

Etheline Mitchell travelled in Europe last summer, visiting nine countries. Of course she saw a bull fight in Spain, climbed the Alps, had an audience with the Pope and flew across the English Channel.

Hiawatha Neal is this year doing special work with retarded children in the Barnardsville school. Last summer she received a diploma in expression from the "Southern Workshop," a summer school of the Boston School of Expression.

Sarah Redfearn is operating a coffee shop in Wadesboro. Her sister, Margaret Redfearn McRae, has been assisting her.

Katherine Gregory is chairman of the Junior League Book Club, Greensboro. She is plan-

ning to go abroad next summer, and if any of the alumnae are interested in a trip to Europe, write to her at the college, and she will tell you about the party she is making up, with its specially fine itinerary.

CLASS OF 1928

Teeny Welton, President

Frances Gibson Satterfield, Secretary

Allene Whitner has been a student at Columbia University this past year.

Mary Davis is teaching first grade in Lexington. She says she has to list first under "items of interest" a piece of literature dear to the hearts of all teachers—*pay checks!*

Alma Dellinger is teacher of mathematics and biology in the Meadow High School.

Mildred Doub teaches public school music in the Oakboro High School.

Fanny Dunlap is teacher of the fourth grade in Concord.

Ruth Worthington is teaching music at her home in Winterville.

Sarah Foust has the work in history and French at the Bethel High School.

Thelma Garriss is teacher of third grade in Pikeville.

Thelma Getsinger has the French and English in the high school at Jamesville.

Nelle Gilliam has fourth grade work in the Myrtle School, Gastonia.

Mary Elizabeth Gorham, together with Sarah Foust and Inez Swan, attended Columbia University last summer.

Inez Green is teacher of the first grade in the Calvin Wiley School, Winston-Salem.

Lettie Gwyn is teaching social studies and physical education in Greensboro.

Pearle Hege is teacher of English and French in the Mineral Springs School, Winston-Salem.

Ruth Howard has been resting this year in the Blue Ridge Mountains of Virginia.

Frances Hubbard and Irene Oliver are teaching and living together in High Point.

Mary Huffines is teaching home economics and doing community work in Cary. She visited in Western North Carolina and Tennessee last summer.

Margaret Hunter is teacher of fourth grade in the Belmont High School.

Laura Jack saw America by motor during an eight-weeks motor trip last summer through the South and middle West. She is teacher of English and history in the high school at Saluda.

Ruth Johnston does work in history and French at Linwood.

Mildred Lindsay has seventh grade work in Lexington, her home town.

Geneva McCachern is supervisor of public school music in the Canton Schools.

Valera McCrummen has fifth grade work in Hoffman.

Nina McDavid teaches piano in the Fairmont High School.

Mary Louise McDearman visits on the campus all along. Her sister, Ella B., is teacher in the chemistry department at the college. Mary Louise has been librarian at High Point College for the past two years.

Alma McFarland is enjoying very much work with three different groups of Girl Scouts in Greensboro, enrolling altogether about one hundred girls. Two of these troops are in connection with the First Baptist Church. Alma is teaching public school music in the Junior High School and the sixth grade in Greensboro.

Grace Miller and her sister, Mary T. Miller, set sail in a trusty Ford last summer and visited a number of interesting places in the North, going as far West as Detroit. They were gone a month, and one of the marvels of the trip was the car itself—no trouble except three flat tires!

Margaret Elizabeth Pierce taught high school French and English last year in Newport.

Fadean Pleasants is working at Macy's in New York, in the bureau of adjustments. She finds the work interesting, but more interesting are the theatres and the music. Fadean doesn't know how long she will be in New York. She sees a number of other N. C. girls all along.

Cornelia Powell teaches home economics in the Southport High School.

Louise Reavis is teacher of third grade in Gastonia.

Louise Rotha has work in chemistry and biology, in Kinston.

Eugenia Sessoms has five full classes in Spanish in the New Hanover High School, Wilmington. Last summer she taught the subject in the summer session of Mars Hill College.

Lucile Sharpe is teaching English in the fourth, fifth, sixth, and seventh grades, Hickory. She lives in the teacherage there.

Louise Shepherd is teacher of French and English in the high school at Seven Springs.

Virginia Sloan has the work in home economics in the Maxton High School—her second year. Last summer she assisted in the nursery school at the college.

Elberta Smith worked in the library at the college during the first summer session last year. During the winter she has been back on her first job, teaching general science, biology, and physics in Bethel High School, Cabarrus.

Sally Smith moved to a new scene of teaching last fall—"out West," in the junior high school, Enid, Okla., where she has been in charge of dramatics. She says, "Tell the North Carolina teachers to come to Oklahoma—you don't have to keep a register!"

Ina Stamper is assistant to one of the laboratory technicians at Babies' Hospital in the new Medical Center in New York City. She and Alice Mae Craig are living together on West End Avenue. Alice Mae is technician with the New York Health Department.

Anne Stokes stayed at home this past winter. Thelma Williamson is teacher of first grade, Clayton.

Elizabeth Wolff is teacher of second grade in Ellerbe. She says that "Wolffie" is certainly working to keep in step with her second grade youngsters.

Alice Whitley is teacher of the second grade in a consolidated school near Charlotte.

Lettie Whitt attended library school at Columbia University last summer, and is now back at her old position as assistant librarian in V. P. I., Blacksburg, Va.

Alliene Wilkins is teacher of fifth grade in Hendersonville.

Nita Williams taught and did welfare work in the North Carolina mountains last summer. She teaches first grade in Greensboro.

Mabel Welch is doing seventh grade work in Gibson.

Valley May West is at her home in West Mills. We should enjoy hearing from her more often.

Allene Whitener gave up her position as assistant librarian at V. P. I., Blacksburg, Va., and went to New York to study for a year. She is a student in the school of library service, Columbia University.

Rebecca Ward is spending her second year at the University studying botany.

Myra Webb is teacher of French and English in the high school at Stovall.

Wilhelmina Weiland wrote early last fall that she and Viola Seurlock were sharing a small apartment in New York which had just recently

been redecorated. "Come to see it and us," she hospitably adds! Wilhelmina is assistant manager of the export division at Macy's.

CLASS OF 1929

Virginia Kirkpatrick, President

Era Linker, Secretary

Statistics compiled in the alumnae office from information sent in by the members of the class show the following facts with reference to occupational activities of the group:

Teaching	225
Married (three are teaching and are included in the figures given under that head) ..	9
Doing further study	20
At home	23
In business office	5
Library work	4
Laboratory technicians	4
Cashier—department store	1
Dietitian	1
Social Service	1
Director and violinist music trio	1
Pianist	1
Young people's worker in church	1
Deceased (both were teaching)	2
Total	298
Less number included twice	3
Total	295

A letter last fall from Clara Guignard, who is studying sociology at Chicago University, says that she and Molly Mall, who is there also, are immensely enjoying both the University and the city. "I had a big week-end seeing the Theatre Guild play, 'Wings Over Europe,' dining with my cousins, and attending the social science tea and international student supper." But study and toil must be served, and so the delightful story ends thus, "but I

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have labored all day at the John Crevar Library and expect to keep my nose in one book or another the rest of this entire week!"

Lillian Stroud went to Boston about February 1, 1930, to study at the New England Conservatory of Music.

Corrinne Cook played the part of Amalia, an actress, in a recent performance of the "Romantic Young Lady," given by the Little Theatre in Aycock Auditorium early in March. She was also one of the pages at the recent annual convention of the D. A. R. held in Greensboro.

Bertha Barnwell, Luna Daile Bradford, Anne Ford, Grace Hayes, Mae Joyner, Elizabeth McCombs, Laura Neece, Mattie Query, Edna Rice Sprinkle, Elizabeth Sneed, Agnes Stewart, Catherine White, Elsie Winstead, and Lillian Wortham were all back for the Seminar last fall.

IN MEMORIAM

Lodena Sain, '27, who died on February 23. After graduation she taught first in the school at Hudson, and for the past two years at Woodleaf, the school there closing in honor of her funeral service. She sleeps at Bethel Methodist Church, near Mocksville. To her bereaved relatives and friends, our sincerest and heartfelt sympathies are accorded.

We extend deepest sympathy:

To Eunice Sinclair Harrison, South River, N. J., in the death of her mother in Fayetteville last fall.

To Martha and Sarah Hamilton, '24, in the death of their father, August 23, 1929.

MARRIAGES

Sallie Boddie, '14, to Karl Bachmann Patterson, January 21, at the home of the bride's mother, Durham. As a teacher of home economics in the Durham schools, Sallie has been a genuine success. She has also been interested in various outside activities, and at one time was president of the Durham County Alumnae Association. Her alma mater and college friends wish her joy and happiness and "Bon Voyage!" As the alumnae know, she is a niece of our "Miss Boddie," of Latin fame.

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Dr. Patterson is professor of mathematics in Duke University. At home Durham.

Flossie Stout, '16, to Richard H. Shaw, June 8, 1929. At home 912 Montlieu, High Point.

Mary Green, '24, to Herman Carow, in the fall of 1929. At home 610 Merion Road, Overbrook, Philadelphia. Mr. Carow is a violinist.

Clara Jamesey Dail, '26, to Francis Hicks, December 24, 1929, Henderson. After her graduation, Jamesey taught in the high school at Henderson, where we hear she and her husband are at home.

Ethel Perkins, '27, to William Marshall Moore, Jr., December 26, Tryon. Since her graduation, the bride has taught in the schools of the state. At home Belmont.

Daisy Dell Gay, '28, to W. Erwin Tucker, February 1, Richmond, Va. Last year the bride taught in Salisbury. Her husband is connected with the American Cotton Growers' Exchange, Greensboro, where he and his bride are making their home.

Lucille Wyatt Buchanan, '20-'21, to Robert B. Hurdle, December 21, 1929, Lexington. After a bridal trip spent in Cuba, the pair are at home in the Shirley Apartments, Greensboro.

Hazel Gwaltney, '20-'21, to Edwin B. Bridges January 21, at the home of the bride's parents, Hiddenite. The bridegroom is an attorney in Charlotte. At home Charlotte.

Martha Sue Jackson, '28-'29, to Coy S. Hicks, December 23, 1929, in Miami, Fla.

Mildred Price, '18-'21, to Harold Coy, December 21, Chicago, Ill. After leaving this college, Mildred graduated from the University of North Carolina, but for the past two years has been studying at the University of Chicago, where she has completed work for the degree of master of arts in sociology. Mr. Coy is engaged in newspaper work. They are at home in St. Louis.

Dorothy Shaw, '29-'30, to George Netherwood, December 8, Danville, Va. The bridegroom is an alumnus of the University of Virginia. At home Cannon Court apartments, Greensboro.

Grace Winecoff, '24-'25, to Lee William Kinard, February 22, at the Presbyterian manse, Concord. Mr. Kinard is manager of Woolworth's store in Concord, where he and his bride are at home.

BIRTHS

Born to Mr. and Mrs. M. C. Faucette (Sidney Dowty, '17), a daughter, Jane Caroline, February 18, Brown Summit. There are two older children, Horace Richard, now in the fourth grade, and Gene Dowty, about sixteen months old.

Born to Mr. and Mrs. Robt. M. Knudson (Flossie Kersey, '17), a daughter, Naney Elizabeth, February 5, Floral Park, Long Island.

Born to Mr. and Mrs. C. V. Whitley (Nelle Fleming, '20), a daughter, Nancy Frances, December 27, 1929, Zebulon.

Born to Mr. and Mrs. Howard R. Sitler (Edna Bell, '24), a son, Edwin Randall, January 2, Flushing, Long Island.

Born to Mr. and Mrs. Robert G. Hamer (Myrtle Porter), a son, Robert, Jr., January 23, weight ten pounds, Albemarle.

Born to Mr. and Mrs. William Manton Oliver (Katie Price), a son, William Manton, Jr., November 20, 1929, Reidsville.

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